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ABSTRACT

This second annual report card on the status of Oregon public education describes the implementation of the Oregon Educational Act for the 21st Century. Information is presented in the following areas--school finance, staff characteristics and salaries, student demographics and achievement, student participation in programs and services, and Oregon's progress toward the National Education Goals. The first section highlights major activities of the 1992-93 year and discusses their implications and developing trends. Two themes emerge--school reform and school finance. The second section provides a historical context for the Oregon report card. Provisions of the Oregon school reform plan are described in section 3. Two reforms in particular take the public school system deeper into the realm of social change: early childhood education and comprehensive health and social services for children and families. The remaining six sections offer detailed information on the six areas listed above. Contacts for more information and 24 figures are included. (LMI)

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OREGON REPORT CARD

An Annual Report on Public Education
to the Citizens of Oregon

Fall 1993

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FOREWORD

We had a good year last year. In spite of obstacles, and there were a few, we began the implementation of the Oregon Educational Act for the 21st Century, the most far ranging educational reform program ever undertaken by a state school system.

We brought together teachers, administrators and other school staff members, parents, school board members and community and business representatives to assist us in developing programs and in establishing criteria for:

- non-graded primary classes
- middle grade levels
- Certificates of Initial Mastery
- Certificates of Advanced Mastery
- alternative learning environments
- public school choice
- employment of minors
- site councils
- integration of social services
- extended school year

The Board received the reports of the task forces and in January of this year presented to the Legislature our blueprint for action. The Board found these common themes within the reports:

> *Oregon's reform effort is comprehensive and systemwide, bridging the gap between education and the workforce* and requiring an integration of health and social services with education.
>
> *The reform effort is a shift in attitude toward and within schools* that reflects the changes in families, the growing number of poor children, the increasing diversity in society and the escalating challenges of global economics and technological innovation.
>
> *It requires broad-based partnerships* that allow our schools to expand traditional classroom boundaries by bringing in the help of families, businesses and social and health care representatives.
>
> *It is a reform program that will be judged by how well student performance improves* rather than by how well intended practices are implemented.
>
> *It connects with other indicators of progress* such as the state education benchmarks established by the Oregon Progress Board, and the National Goals for Education implemented by former President Bush and the National Conference of Governors. This year President Clinton re-emphasized these goals as a national priority.

These are vast undertakings. We know that to bring about successful change, we need an informed public helping us. The Board members, Department staff and I took our message to more than 300 groups throughout Oregon. We explained how our children's education would change beginning in their earliest days until their final days in school. We will continue to invite these groups and others to join us in actively bringing about these changes.

We created the organizational structures to allow wider, more direct participation by those outside the education field. We created a Committee on Ethnic Diversity to advise us on the rapidly changing ethnic population in Oregon. Minority students are increasing at three times the rate of other students and now make up 12.5 percent of our total school population.

Foreword

We created *Parents Plus,* a group of volunteer parents and grandparents, to help us advocate for children and their education, promote student success through family and community involvement in education and assist in informing Oregonians about the Oregon Educational Act for the 21st Century.

We consider early childhood education and professional/technical education the cornerstone and capstone of our reform efforts; site-based decision making and staff development are the bricks and mortar. Site-based decision making depends on two things for success: a 21st Century Schools Council of educators and community members at every school to help make school decisions and a trained staff capable of carrying out the reforms mandated by HB 3565.

Because staff development is absolutely essential to the success of Oregon's reform efforts, the Department has sent specialists into the schools to offer technical assistance in high priority areas such as non-graded primary and middle level programs. For those innovative programs to succeed, teachers must understand how children grow, develop and learn. Department staff are also assisting school site councils and helping schools in other areas of reform. And we are encouraging schools to seek waivers of state rules that impede necessary changes at the local level.

In just a few days after this report card is published, we plan to bring together hundreds of parents, grandparents and other community members for a statewide workshop. These school supporters will become local contacts for their schools and school districts. They will help the State Board and Department of Education move the blueprint for reform into reality.

Schools are at a critical juncture. We face stronger challenges than ever before. The revenue roller coaster that schools are riding is sapping strength and energy from the system. Oregonians must fund a stable and predictable method of paying for their children's education. With or without that stability, we will continue to lead and guide the system. With the help of teachers, administrators, parents, business community and social service leaders, I fully expect to meet the challenges and continue to shape our reforms for the future.

What follows in this Second Annual Report Card is a description of how we began implementing the Reform Act. It is a success story. I am proud of it and of those members of the Department staff who made it happen. Please study our report and let us know what you think about what we've been doing.

Sincerely,

Norma Paulus

Norma Paulus
Superintendent of Public Instruction

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HIGHLIGHTS

BACKGROUND

In 1991 the Oregon Legislative Assembly adopted House Bill 3565, the Oregon Educational Act for the 21st Century (subsequently referred to as the Reform Act). This Act is the most sweeping education reform package in Oregon's history. To achieve state goals of producing the best educated citizens in the nation by the year 2000 and a workforce equal to any in the world by 2010, the Act mandated programs which:

- enable all children to start school ready to learn;
- integrate health and social services at or near the school site to meet the comprehensive needs of children and families;
- create stronger links and transitions between early childhood and elementary school and between secondary school, the world of work and higher education;
- create a more flexible and innovative educational delivery system;
- foster site-based councils to guide implementation of school reform and improve student outcomes;
- begin a process of lengthening the school year from its current 180 days to 220 days by the year 2010; and
- hold the educational system accountable to the very highest standards of school performance and student outcome attainment.

One of the goals is to produce the best educated citizens in the nation.

The Reform Act completed the major statutory changes necessary to transform Oregon's education system into the most forward looking system in the United States. The 1989 Legislature had passed House Bill 2001, the 21st Century Schools Program which authorized school districts to undertake Oregon Department of Education-approved programs restructuring school operations and professional relationships and established waivers of certain statutes and rules that inhibited progress toward reform for those districts. These waivers were held in place by the Reform Act allowing the momentous change in the system which many educators had long been calling for.

The state has now begun a strong effort to create new programs.

The Reform Act summoned schools and the Department of Education to embark rapidly on new courses of change, courses with enormous social consequence. Two reforms especially take the public school system deeper into the realm of social change: early childhood education and comprehensive health and social services for children and families. By shifting funding to the earlier years instead of the later years the state has begun a strong effort to create new programs that will allow all of Oregon's children a real chance to grow, learn and succeed.

This is the second annual Report Card of the Department of Education and contains data in the following areas:

- School finance
- Staff characteristics and salaries
- Student demographics
- Student achievement
- Student access to programs and services (and exemplary programs)
- Oregon's progress toward national goals

Two themes emerge: school reform and school finance.

This section of the Report Card highlights major activities of the past year and discusses their implications as well as the trends that seem to be developing. This summary opens with an overview of school and district numbers and a summary of reform activities. Those discussions are followed by summaries of the six topics listed above this paragraph.

Oregon's Schools and Districts

Oregon had **295 school districts** in 1992-93, but the number will drop to below 180 by 1996-97 because the 1991 Legislature directed districts which do not offer K-12 programs to unify. Most of these districts are feeder elementary districts which will join with union high districts.

In 1992-93, there were **1,170 schools in Oregon**, including **763 elementary, 183 middle and junior high schools, and 195 high schools**. **Twenty-nine schools** provided education at **all K-12 grades.**

Oregon also has **29 education service districts** that provide specialized services to school districts. However, the 1993 Legislature approved a State Board of Education recommendation which will reduce this number to 18 as a part of the state's consolidation effort.

OREGON'S SCHOOL REFORM PLAN

The Oregon Department of Education convened ten task forces to develop recommendations to implement the reforms mandated by the Reform Act. The State Board of Education accepted these recommendations from the task forces:

The task forces:

Non-Graded Primary Task Force

- Use developmentally appropriate practices for kindergarten through grade three which may include mixed age groupings of students
- Emphasize the early prevention of conditions which impair children's educational progress
- Provide staff development
- Provide programs in which the ratio between children and adults reflects the research

Middle Level Task Force Task Force	• Explore various models of middle level programs • Develop small communities of students for optimum learning • Provide staff training for developmentally appropriate practices for grades 4-10
Certificate of Initial Mastery (CIM) Task Force	• Define broad outcomes that reflect complex, integrated, world class performance standards • Create a portfolio assessment system that will present the student's cumulative knowledge and accomplishments • Build a complete assessment system which includes classroom tasks, tests and performance tasks • Establish a state curriculum framework with maximum local flexibility to implement
Certificate of Advanced Mastery (CAM) Task Force	• Assure that students who have achieved the Certificate of Advanced Mastery can meet high performance standards and are prepared for: - Entry to the workforce with marketable skills - Apprenticeships - Technical Preparatory Associate Degree (TPAD) - Higher education • Organize the core curriculum to be integrated in six career strands • Continue to hold districts responsible for student accomplishment of the Certificate of Advanced Mastery • Determine that assessment includes portfolio, activities and authentic validation of knowledge, attitudes and skills
Alternative Learning Environments Task Force	• Make alternative learning environments available to all students as an option in a comprehensive program • Offer learning centers as a coordinated system of learning environments and services • Encourage regional planning for alternative learning
Public School Choice Task Force	• Give students who are not making satisfactory progress toward Certificate of Initial Mastery in traditional programs a second chance choice of additional services and alternative learning environments • Allow students to go to another school in district or school out of district that agrees to accept the student • Hold the resident district responsible for payment to another district if student progress is unsatisfactory • Assure that space is available and multicultural diversity is balanced prior to a decision to accept transfer students from outside the resident district
Employment of Minors Task Force	• Encourage students to earn the Certificate of Initial Mastery before seeking employment during the school year • Allow students to be employed during the school year when the work relates to an approved education plan
Site Councils Task Force	• Delegate decision making to councils at the school building site • Establish a 21st Century Schools Council at every school by 1995 • Require of the councils: - Improved instructional programs for students

  - Improved staff development
  - Assistance in implementation of the Reform Act

Integration of Social Services Task Force

- Improve family access to social services by encouraging delivery of social and health care services at or near the school site
- Establish pilot programs that focus on prevention and allow for flexible funding
- Support local development of school-linked integration of social services

Extended School Year Task Force

- Lengthen the school year to expand educational opportunities now currently available. For example:
- Expand student opportunities for
  - Independent study
  - Technology use
  - Career exploration
  - Business/community learning
  - Restructured counseling/guidance services
- Expand staff opportunities for
  - More planning time
  - Teacher collaboration
  - Guide mentors in the classroom
- Expand program opportunities to meet school and community needs

Statewide Commitment

The Board and Department of Education have encouraged statewide commitment to the Reform Act.

Exemplary Programs

Six Distinguished Oregon Educators

One of the most rewarding exemplary programs was that of the Distinguished Oregon Educators, six highly skilled front line teachers who spent the past year in Salem guiding department staff in their efforts to implement the Reform Act. They came to shares their experiences through a series of statewide workshops during the Spring of 1993. Two have been funded to continue that work this year.

The state funded **six demonstration sites** to work with the Department **to develop the six study areas of the Certificate of Advanced Mastery:**

- Arts and Communications
- Business and Management
- Health Services
- Human Resources
- Industrial and Engineering Systems
- Natural Resource Systems

The Department has encouraged school districts to apply for School Restructuring Grants during the next two years. The grants enable schools to initiate or implement a school restructuring plan that meets the goals of the Reform Act.

Directory of Resource Sites

Among the resources that assist in the effort to match exemplary programs, and people who learn from them, is a Directory of Resource Sites, maintained and updated regularly by the 21st Century Schools staff. Each directory entry gives a description of the exemplary program, lists a contact person and any other facts that could assist in making contact. Further, the Professional Development Center is tracking exemplary programs and supporting staff from other sites in visiting those programs.

Statewide Committees

The Department has also created statewide committees to make recommendations in three areas: ethnic diversity, school-to-school issues and school-to-work transitions.

Student Performance Assessment Network

Seven Oregon districts have formed a student performance assessment network to pilot new ways of measuring student progress toward the Certificate of Initial Mastery. **By January 1994, the Department will develop State Board-approved curriculum and standards for Certificate of Initial Mastery. By January 1995, each district must submits plans for Certificate of Initial Mastery, Certificate of Advanced Mastery and alternative learning environments,** including learning centers.

Grants to Support the Reform Act

Oregon awarded **18 grants** to professional/technical education consortiums under the federal Carl Perkins Act to develop and implement Technical Preparatory (Tech/Prep) Associate Degree Programs. Perkins grants ranging from $15,000 to $140,418 were made from the total $711,261 Perkins funds awarded the state.

A total of $288,000 in grants was awarded to develop creative approaches to career development programs. The Western Center for Community College Development (at Oregon State University) received a $384,000 grant to conduct inservice training for professional technical instructors. Grants totaling $552,000 were awarded six education reform development sites for developmental work toward implementation of the Certificate of Advanced Mastery.

SCHOOL FINANCE

As a result of the passage of the property tax limitation in November 1990 and continued concerns over litigation challenging the constitutionality of the existing school finance distribution formula, the 1991 Legislative Assembly approved landmark school finance legislation designed to provide equity in funding public education. The new funding formula is based on the concept of equal funding for like students regardless of the student's place of residence.

The formula establishes general purpose grants funded from state and local sources and weighted for special education programs and the number of poverty-level families in the district. For the 1992-93 school year the target grant per weighted student is set at $4,500 which was funded at the 92 percent level.

In 1992-93 most school districts were covered by a provision assuring that funding from state and certain local sources cannot be less than 100 percent or more than 125 percent of those same sources in the prior year. For the 1993-95 biennium, parts of the funding formula have been suspended because of a

$500 million reduction in funding for K-12 education from current service levels. State funding for **each school district** will be determined by a proportionate **reduction of approximately 8 percent** in each district's 1992-93 per student funding. Action to further refine the formula elements was postponed.

Roughly 80 percent of budgeted school district expenditures are for salaries and benefits.

Because education is a people intensive service, roughly **80 percent** of budgeted school district expenditures is **for salaries and benefits (70.3 percent for instruction salaries and benefits), totaling $1,819 million.** Another $189 million is for supporting services and expenses. Central administration makes up almost 4.0 percent of the budget; business services 1.7 percent; transportation of students 4.3 percent and facilities including operation and maintenance 12.2 percent. Instruction and instructional support make up the bulk of school district expenditures equaling 77.6 percent of the total general fund budget for the 1992-93 school year.

STAFF CHARACTERISTICS AND SALARIES

Oregon teachers average about 10 years of experience in the district where they are currently employed and about 13 years of teaching experience overall. Their average age is 42. These characteristics have remained quite stable over the past three school years. **Nearly nine out of ten Oregon teachers have acquired academic credits beyond a bachelor's degree**, with 40 percent achieving a master's degree. The **average teacher salary** earned for 1992-93 was **$35,883**, an increase of $1,970 from the previous year. Since 1990-91, salaries have increased by and average of $3,633.

Statewide, student-teacher ratios in Oregon are mostly in the range of **18-19 students per teacher** and are fairly constant across grade levels. Schools with all grades, K-12, are the exception with a ratio of just over 13 to 1.

For counseling personnel (including elementary school Child Development Specialists), ratios decrease (fewer students per counselor) at the higher grade levels—the opposite of the pattern noted for instructional staff personnel. The large ratios at the elementary level occur because elementary schools often employ a counselor part time or not at all. The following is the 1992-93 school year **ratio of students to counselors** in Oregon schools: **K-12 schools, 467.1 to 1; elementary schools, 556.9 to 1; middle level schools, 315.0 to 1; high schools, 281.2 to 1.**

The largest single category of teachers is **elementary classroom teachers, encompassing over 41 percent of all teachers**. This group has the lowest turnover rate of any major group (93.2 percent continued with their current district in 1992-93).

The highest turnover rates for 1992-93 were in special education.

The highest turnover rates for 1992-93 were in special education (12.3 percent) and in science (11.7 percent). The highest percentage of newly hired teachers with no experience was in language arts (5 percent) followed by social studies (4.5 percent) and science (4.4 percent). The highest percentage of newly hired experienced teachers was in special education (8.6 percent), music (7.7 percent) and science (7.3 percent).

STUDENT DEMOGRAPHICS

Two-thirds of all Oregon students are concentrated in the Portland, Salem, Eugene-Springfield and Medford areas. As of October 1, 1992 **Oregon's total school population was 510,122,** an increase of 11,508 over the previous school year. Since 1988-89, enrollment has increased at an annual rate of 2.8 percent.

Record enrollments are projected for all grades by the close of the 1990s. Currently, elementary grades are near all-time highs. Secondary enrollment, having seen a sharp decline in the 1980s, will see just as sharp an increase in this decade.

On October 1, 1992, Oregon's public school membership by racial/ethnic categories was:

	Total	White	Black	Hispanic	Asian/ Pac. Is.	Amer. Indian
1991	498,614	439,351	11,998	24,165	14,359	8,741
1992	510,122	446,251	12,220	27,115	15,360	9,176

Since 1988-89, **minority enrollment has increased by an average of 8.8 percent per year**, led by Hispanic enrollment which increased at an average of 16.2 percent per year. The **proportion of minority enrollment to total enrollment increased from 10.2 percent to 12.5 percent**.

Oregon's low income population, as measured by the number of children eligible for free lunch in public schools, is **19 percent** of the student population. This proportion has held steady over the last few years.

Graduates, Dropouts and Absenteeism

Seventy-four percent of senior level students **graduated** in 1992. Another six percent finished four years of school but lacked the requirements for graduation. Census figures show that 82 percent of Oregonians over 25 have attained a high school diploma (as compared with 78.4 percent nationally).

Oregon's dropout rate has remained fairly constant the past two years, with an estimated **5.6 percent** dropping out this year compared with 5.7 percent the year before. **The past two years are much improved over the previous three**, which averaged about 6.7 percent. Dropout rates for **Hispanics and Blacks are more than double the state average**.

Absenteeism in Oregon schools is dependent on grade level. It is higher in the secondary grades. Over the past few years, absenteeism has held steady overall at about 6.6 percent. The **absentee rate in elementary grades is about 6.0 percent** and the rate in **secondary grades is about 7.8 percent**.

Home Schooling

Of the 4,868 home schooled students tested for 1991-92, 72 percent tested at the 50th percentile or above. Twenty-two percent tested at the 90th percentile or above. About 5 percent tested below the 15th percentile.

Future Trends

By school year **1996-97**, Oregon enrollment is projected to be **590,400**, an increase of over 9 percent, **growing at an average annual rate of roughly 2.57 percent**. Minority growth—which has been proportionally greater than that of the total population—is expected to continue to outstrip that of majority students. The fastest growing minority populations in Oregon's schools continue to be **Hispanic, which grew by 12.2 percent last year, and Asian/ Pacific Islander, which grew by 7 percent**.

STUDENT ACHIEVEMENT

The Department of Education assesses all students in grades 3, 5, 8 and 11 annually in the Essential Learning Skills (reading, writing, mathematics, listening skills and study skills). In addition, the Department assesses students in the Common Curriculum Goals according to the following rotating schedule:

Language Arts (Literature)	Spring 1991
Mathematics and Health	Spring 1992
Physical Education	Spring 1994
Science	Spring 1995
Art, Music and Social Studies	Spring 1996

The Oregon Statewide Assessment defines three levels of student performance. The *basic level* denotes only partial mastery of the Essential Learning Skills and Common Curriculum Goals. Students at this level are most likely not making satisfactory progress for their grade and probably functioning below grade level expectations. The *proficient level* denotes strong, acceptable mastery of the Essential Learning Skills and Common Curriculum Goals at grade level. The *advanced level* denotes superior performance and students at this level are functioning above grade level expectations.

Reading

In the 1993 reading assessment approximately **89 percent of the 3rd grade, 84 percent in 5th grade, 82 percent of the 8th grade and 83 percent of the 11th grade scored at the *proficient* or *advanced* levels**.

From 1991-1993 **more females** were operating **at the *proficient* or *advanced* levels in reading across all four grades**.

Over 80 percent of all students statewide scored *proficient* or *advanced* in reading. In Grade 3, percentages in these categories were Black students, 68 percent; Hispanic, 79 percent; American Indian, 82 percent; and Asian/Pacific Islander, 85, second only to White students at 90 percent. In Grade 5, the percentages were White students, 84; Asian/Pacific, 80; American Indian, 74; Hispanic, 67; and Black, 61. In grade 8, the percentages were White students, 84; Asian/Pacific, 80; American Indian, 70; Black, 65; and Hispanic, 63. At the 11th grade, the percentages were White students, 85; Asian/Pacific, 75; American Indian, 71; Hispanic, 67; and Black, 66.

Eighty-five percent of elementary students indicated they **liked to read "some" or "a lot"**; only **77 percent of high schools students** liked to read "some" or "a lot." About 31 percent of elementary school students read the newspaper "daily" or "almost daily"; **fewer than half of the 11th graders read the paper "daily" or "almost daily" out of school**.

Mathematics

The state average scores in 1993 remained the same as they were in 1992 at all four grades. **The state average scores in 1993 were 201 for 3rd grade, 214 for 5th grade, 230 for 8th grade and 233 for 11th grade.**

Each year of the assessment, males and females scored approximately the same in all four grades tested, but there were a few more males operating at the *advanced* level at each grade. **American Indian, Black and Hispanic students showed improvement in math scores at the 3rd grade from 1991 to 1992.** These higher score levels were maintained in 1993. However, Black students again in 1993 maintained a fairly high percentage at the *basic* level in grades 5, 8 and 11. **About 85 percent of Asian students in 1993 in grades 3, 5 and 8 scored in the *proficient* or *advanced* levels.** This percentage dips to 68 percent in the 11th grade.

When asked to respond to "I am good in mathematics," over 85 percent of the 3rd and 5th grade students responded "true" or "sort of true" and only about 69 percent of the 11th grade students did. Similarly, when asked to respond to "Do you like mathematics?" about 80 percent of the elementary students agreed "some" or "a lot" while only about 64 percent of the 11th grade students did.

Writing

In 1991 all students in grades 3, 5, 8 and 11 participated in the writing assessment. **Because of budget reductions only grades 3 and 8 participated in 1992 while grades 5 and 11 participated in 1993.** Students were scored on a scale of 1 to 5, with 1 being low and 5 high.

The percentage of students in the **11th grade scoring 4 or 5 (on a 5 point scale) increased (seven to nine percentage points) in all six areas of writing traits** which were assessed. **The 11th grade students also improved dramatically** (fifteen percentage points or more) in the areas of Descriptive, Narrative and Imaginative writing while maintaining strong performance in Expository and Persuasive writing.

The percentage of students in 5th grade scoring a 3 or higher (on a 5 point scale) is approximately the same as in 1991 but there are fewer 5th grade students scoring a 4 or 5 in Word Choice, Sentence Fluency and Conventions.

Scores in Organization for both 5th grade and 11th grade students continue to be relatively low. Student performance in this trait continues to be lower than on all other writing traits assessed. Similar patterns have appeared in previous writing assessments in the 3rd and 8th grades as well.

Seventy-three percent of 5th graders surveyed responded they liked to write "very much or somewhat." Only 69 percent of 11th graders responded similarly.

Other 1993 survey results indicated that **over a third of the secondary students** (35 percent of 3rd grade students and 41 percent of 11th grade students) **skip breakfast** three or more times a week or more, and **nearly half** (41 percent of 3rd grade students and 48 percent of 11th grade students) **skip lunch** twice a week or more. **Two out of three of the 11th grade**

students sleep seven hours or less and one out three 11th grade students works eight hours or more a week not counting weekends or vacations.

Future Trends

Full implementation of statewide reform efforts to achieve the Essential Learning Skills and the Common Curriculum Goals should accelerate student growth in those areas, especially as the skills and goals become integrated with the Certificate of Initial Mastery and the Certificate of Advanced Mastery. It is also expected that the **dual endorsement system**, college preparatory and academic professional/technical, will induce more students to finish their high school education.

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is designed to measure verbal and quantitative (mathematical) skills that are related to academic performance in college. The SAT is a 2 1/2 hour, multiple-choice test. Student performance on the SAT is reported on a scale of 200 to 800.

In 1993, for the third year in a row, **Oregon students ranked first among the 23 states** with at least 40 percent participation in the SAT program. **College bound Oregon students' math scores averaged 492. On the verbal test the Oregon average was 441. Nationwide, the math average was 478, up 2 points, while the verbal score was 424.**

In 1993 Oregon boys averaged 442 on the Verbal Aptitude Test; Oregon girls, 441. Oregon boys averaged 518 in the Mathematics Aptitude Test; Oregon girls, 468.

STUDENT PARTICIPATION IN PROGRAMS AND SERVICES

At the middle/junior high school level, over **95 percent of the students continue to enroll** in at least one math class in each of the 7th and 8th grade years. In science, about half of the students enroll in General, Life and Earth Science courses, and slightly over one quarter enroll in Physical Science.

Based on the Fall 1992 survey, enrollments are up in nearly all courses. **More than 8 in 10 high school students** (82 percent) are projected to enroll in the first level of formal mathematics (e.g., **Algebra** 1). This estimate is up by 10 percentage points from the Fall 1991 estimate reported last year. The percentage of students projected to **complete the formal math sequence through calculus (Level 5) is about 1 in ten**, the same as reported for last year. **About one-fourth of the students will enroll in the entry level computer science course** and 7 percent will continue to advanced courses in this area. In science, nearly all students will enroll in first year Biology, while about 12 percent will continue to the advanced level. Enrollments in first year Chemistry, Physics and Earth Science will drop off to 42 percent, 20.5 percent and 16 percent, respectively.

Gender distributions in middle school mathematics courses are relatively equal. The same is true for high school mathematics in all but the most advanced courses, where the male-female ratios are about 55:45.

For computer science at the middle school and beginning high school levels, males outnumber females 55 to 45 and 58 to 42 respectively. The gap widens at the advanced levels to 70:30.

In Algebra I, the beginning level, Oregon has gained about 10 percentage points or **slightly above** the 1990 **national enrollment average.** For the two more advanced mathematics levels, and all three levels of science courses, Oregon enrollment is about the same or slightly above the national average.

Future Trends

For the second year Oregon has gathered enrollment data for science and mathematics and can now begin to examine trends and gender patterns in these areas. However, there is a need to survey for comparable data at the lower grade levels and to further examine gender and racial/ethnic representation in the various subjects.

Special Education

Special education programs in Oregon provide individualized education plans (IEPs) to children and young adults with disabilities from birth to age 21. Approximately **10.5 percent of Oregon's school-age population receive special education services in public schools.**

Today 95 percent of students with disabilities receive their education in public school settings alongside their non-disabled peers. Most of these students attend a school close to their home.

On December 1, 1992 there were **60,422 children with disabilities birth through 21** receiving special education and/or related services in Oregon. Two thousand three-hundred thirty-two preschool children from birth through age four received special services.

There were 51,930 school-age children with disabilities ages 6 to 21 attending public school districts in Oregon in 1991; 56,200 in 1992. Of these, approximately 81 percent (45,522 in 1992) have mild disabilities and are expected to meet the same benchmarks as their non-disabled peers, when provided with special education and related services.

Future Trends

Over the next five years Oregon needs to develop outcome indicators on the performance of students with disabilities. Initially Oregon must address the participation of students with disabilities in statewide assessment efforts. Once students with disabilities are adequately represented in state assessment activities, the Oregon Department of Education can begin this assessment.

Oregon Prekindergarten Program (OPP)

The Oregon Legislature established the Oregon Prekindergarten Program (OPP) in 1987 to provide a preventive approach to meeting the needs of low-income, three- and four-year-old children. **Almost 20 percent, 16,261, of Oregon's 82,541 three- and four-year-old children live below the federal government's designated poverty level.** The Oregon Department of Education signed an intergovernmental agreement with the federal Region X Head Start program, and the combined programs serve **approximately 36 percent of those below the poverty level.** OPP served 2,248 children and their families last year. Head Start served 3,830 children.

Compensatory Education Programs

Of the 76,348 Oregon students achieving **below expected** levels, **48,459 were served by compensatory education programs.** Of the 2 out of 3 low-achieving students served by the compensatory education programs, males outnumbered females (1991-92: by 28,404 to 20,599). Almost 9,000 seven-year old students (18 percent) received compensatory services.

Minority children received compensatory programs twice as often as did majority children. Oregon schools served **16,368 migrant children** with the aid of over $7 million in federal funds. Children with disabilities (5,104) made up over 10 percent of the total.

The state provides Portland Public Schools with $500,000 annually to help the high number of disadvantaged students. Second language students increased sharply in Portland as they did throughout the state, creating an increasing need for **English as a Second Language** (ESL) instructors. ESL students now number **11,000 in Oregon,** and the number of school districts with 100 or more ESL students has tripled from 9 to 27 in the past two years.

Alternative Learning Environments

The 1991 Legislative Assembly made provision for alternative learning environments to assist students who do not make satisfactory progress toward the educational benchmarks at grades 3, 5, 8 and 10, including benchmarks for the Certificates of Initial Mastery and Advanced Mastery. During the 1992-93 school year, Oregon school districts reported that **29,600 students were provided alternative education services in 330 programs**. These services were delivered in a wide range of alternative learning environments from separate class groups within their regular school to off campus programs and magnet schools.

Talented and Gifted Education Program (TAG)

Two hundred eighty-six school districts identified **39,151 talented and gifted students in 1992**. Mandated by statute, this program includes intellectually gifted (55 percent), academically talented or successful (40 percent), and others with special gifts in such areas as performing arts, creative writing and thinking (5 percent). **The statewide average expenditure per TAG student decreased from $493 per student in 1988-89 to $277 per student in 1992-93.**

Professional Technical Programs

Oregon's Professional Technical Education (PTE) programs prepare students for entry-level positions in the workplace and for further education in postsecondary programs. The high school program has been extended with a 2+2 component in which two years of high school are connected to two years of community college professional technical education.

During the four year period 1988-1992, the percentage of **Oregon students, grades 9-12, enrolled in professional/technical education** showed a gradual increase from approximately 33 percent to **36 percent of the total enrollment**. During the same period, the number of females enrolling in PTE increased, but the male enrollment increased even more, causing the percentage of female students to drop from 48 percent to slightly under 46 percent.

In 1992, local districts reported 33,917 students enrolled in 2+2 programs. This was a 9 percent increase from 1991.

Future Trends

Future *Oregon Report Cards* will report on PTE students in programs and courses related to the Certificate of Advanced Mastery (CAM), applied academics and Technical Preparatory Associate Degrees (TPADs).

Counseling Services

The only **indicator of a quality counseling and guidance program** consistently reported by all Oregon public schools is the **pupil/counselor ratio** which compares the number of pupils a counselor is expected to serve with the number of counselors available to provide that service. The figures available are as follows:

School Classification	1992-93
K-12 schools	467.1 to 1
Elementary schools	556.9 to 1
Middle level schools	315.0 to 1
High schools	281.2 to 1

Counselors report that the top five functions currently being performed by them at each level are as follows:

Elementary School

1. Understand the influence of home and community on student behavior and motivation
2. Identify at-risk youth
3. Counsel students and their families on psychological, personal, or family issues
4. Provide counseling services on family problems
5. Provide consultative services to teachers, including resource identification andgroup guidance activities

Junior High/Middle School

1. Provide counseling services on student motivation
2. Understand the influence of home and community on student behavior and motivation
3. Counsel students and their families on psychological, personal, or family issues
4. Provide counseling services on family problems
5. Identify at-risk youth

Senior High School

1. Student scheduling
2. Understand the influence of home and community on student behavior and motivation
3. Provide referral services for students, parents, and teachers
4. Provide counseling services on student motivation
5. Identify at-risk youth

Library, Media and Instructional Technology

All Oregon schools must have a library center. These centers contain books, periodicals, newspapers and audio visual materials; they are usually the home base for equipment such as computers, video cameras and multimedia resources. They must be open and accessible to students during school hours. Oregon had **781 school librarians** serving these facilities in 1992-93.

Schools indicated that almost **60 percent of their sites received satellite and/or cable television signals**. Another 53.6 percent indicated instructional television was included in the media specialist's assignment. Of the schools responding, 54.8 percent were aware of education, public and government access channels dedicated to community programs and were using them for school-produced programs such as homework hotlines, school board meetings, sports events and special student programs.

Two hundred thirteen Oregon schools, five district offices and 14 education service districts are equipped to receive satellite programming and are affiliated with satellite programmers such as TI-IN, STEP/Star, Oregon Department of Education and others.

Oregon schools receiving programming from satellite dish antennas in the 1992-93 school year are: combination K-12, 89 percent; elementary schools, 3 percent; middle schools, 28 percent; high schools, 62 percent; district offices, 2 percent; education service districts, 48 percent.

Distance learning allows many high school students to take credit courses not available on their own campuses. Over 100 students grades K-8 statewide took second languages by distance learning devices; 567 K-12 students took second languages; 33 took mathematics courses; 160, science; 23, language arts; 75, social studies; 12, professional/technical.

Training courses are also available to librarians, media specialists, teachers and administrators by means of distance learning programs.

Transportation

Nearly half of Oregon's public school students ride an Oregon school bus daily. School districts used 4,346 buses to transport 232,981 students to and from schools and related activities in 1991-92. The buses traveled over 41 million miles on route (home to school) and over 8 million miles on activities.

Over 6,000 persons are currently trained and **certified to operate Oregon school buses.** Training is provided by 320 Oregon Department of Education-trained instructors. One hundred sixty-eight of those instructors received over 3,400 hours of training in 1992-93, and in turn provided Oregon school bus drivers more than 61,000 hours of classroom training during the same year. The driving and criminal records of about 10,000 bus drivers, activity vehicle drivers, and driver applicants were reviewed during 1992-93 to assure compliance with requirements before issuing permits, certificates or approvals. All Oregon school buses and activity vehicles are inspected annually.

Oregon Department of Education provided 56 presentations on bus and pedestrian safety to nearly 15,000 Oregon students. In addition, Oregon Department of Education staff trained 12 local employees who returned to train students in their own districts. Oregon Department of Education gave 41 safety assemblies. The staff also made 87 personal contacts to train and equip 1,400 students as crossing guards. Currently, 181 schools use student patrols and 37 schools operate adult patrols.

Future Trends

District consolidations are yet to have a major impact on pupil transportation. The 19 districts completing negotiations in 1992-93 will not modify their transportation service until 1993-94 school year and the 11 districts currently in the consolidation process have established May 1994 as their target date.

Child Nutrition

For many children, school breakfast, lunch and snack programs constitute a significant portion of daily nutritional intake. Several programs of the U.S. Department of Agriculture, Food and Nutrition Service help to bring good nutrition to children in Oregon schools.

On an average, **about 43 percent of the total enrollment in Oregon schools participate in the school lunch program each day**. About nine percent participate in the school breakfast program. **Substantial numbers receive free or reduced price service because their family income falls below levels specified in federal guidelines. For the lunch program nearly half (48 percent) of the lunches meet these criteria. In the breakfast program, over 85 percent of the meals fall into this category.** The number of Summer Food Service Program sites—which extends the free and reduced meal program into the summer months—increased 13 percent from 1992 to 93.

OREGON'S PROGRESS TOWARD THE NATIONAL GOALS

The National Education Goals are part of a decade-long effort to improve our country's educational performance. The goals were developed by then President Bush and the nation's governors in 1989. The six goals direct the nation toward a massive multi-year public commitment to education to ensure that by the year 2000, America's children will not only be the best educated students in the world, but will be prepared to take their place in an increasingly interdependent global economy. The goals, which accord with the goals and priorities established for Oregon education, provide a way of measuring how Oregon is doing nationally.

National Goal One: By the year 2000, all children will start school ready to learn.

Oregon made a commitment to early childhood education in the spring of 1991 when the State Board of Education adopted goals, priorities, and policies to **provide programs for the total development of the child from birth through eight years of age**.

National Goal Two: By the year 2000, the high school graduation rate will increase to at least 90 percent.

For the last four years the Department of Education has collected information on the number and status of school dropouts. The 1993 report, which covers the 1991-92 school year, shows that 5.75 percent left school without graduating, a significant improvement from the previous year when 6.48 percent dropped out.

National Goal Three: By the year 2000, American students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, history and geography and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

The State Board of Education revised the essential learning skills and established comprehensive, specific curriculum goals and an assessment system that measures student mastery of those skills and goals. Minority students have been targeted for special assistance in completing baccalaureate programs as well as aid in becoming future teachers.

Nationally, 78 out of every 1,000 students enrolled in the 11th or 12th grade took Advanced Placement examinations, and 50 of those taking the examinations in core subjects received a grade of 3 or higher, allowing them college credit for the course. In Oregon, 38 out of 1,000 took the Advanced Placement examinations. **In both 1991 and 1992 Oregon students taking the Scholastic Aptitude Test, a test widely used for college admission, were first in the nation among students from the states in which a significant number of students took the test.**

National Goal Four: By the year 2000, U.S. students will be the first in the world in mathematics and science achievement.

Oregon has addressed this need. The Department of Education has assessed the math skills of Oregon students and will use this baseline to measure progress between now and the year 2000.

Oregon has adopted the National Council of Teachers of Mathematics' curriculum framework as the basis for the Oregon Common Curriculum Goals. **The state has established a distance learning network to provide science, math, and other technical courses to sixty remote sites through satellite transmission**; and outreach programs by museums, higher education, and high technology businesses offer students the opportunity to enhance their math and science education.

National Goal Five: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Oregon was the first state to complete a statewide comprehensive adult literacy test and has defined basic, intermediate, and advanced literacy skills in these areas: prose literacy (understanding of text information), document literacy (understanding and using graphs, text, and maps) and quantitative literacy (understanding and applying math). **Seventy-eight percent of Oregonians have reached basic levels in prose literacy, 76.1 percent have acquired basic document literacy and 80 percent have basic quantitative literacy.** Oregon will use these tests in coordination with community colleges to match people to the right training programs.

Oregon's community colleges offer the GED as an alternative to the high school diploma. Adults have the opportunity to acquire advanced knowledge and skills through several programs: Ed-Net which provides education and training programs through a two-way interactive satellite television network, the Lintner Center for Advanced Education which provides specialized training, the Oregon Center for Advanced Technology Education (operated by the community colleges) and through targeted technical training for employees in critical Oregon industries.

National Goal Six: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

In both the nation and Oregon, **68 percent of all high school teachers report that they felt they had substantial or complete disciplinary control over students in their classroom**.

Oregon has conducted alcohol and drug surveys of all eighth and eleventh graders to determine attitudes and use. In 1992, 67.3 percent of the eighth graders and 52 percent of the 11th graders reported that they had been free of involvement in the previous month.

Additionally, the State Board of Education requires that alcohol and other drug prevention education be included as part of all school curriculum, policies, public education and staff development. **The state has made it illegal for minors to possess tobacco products.**

DEPARTMENT RESOURCES

A directory giving names of **people to contact** at the Oregon Department of Education is found on the final pages of the Oregon Report Card.

BACKGROUND

HISTORICAL CONTEXT FOR THE OREGON REPORT CARD

School year 1992-93 saw the Oregon Department of Education take great strides toward implementing the most wide-ranging education reform act in the United States, the Oregon Educational Act for the 21st Century, more often simply termed the Reform Act. The Reform Act was the latest of a 10-year response by the Oregon Legislature, Board of Education and Department of Education to the dire 1983 warning by the National Commission on Excellence in Education that ours was *a nation at risk.*

A Nation at Risk concluded that

- the educational foundations of our society were being eroded by a rising tide of mediocrity that threatened our future as a nation and a people;
- the declines in educational performance were in large part the result of disturbing inadequacies in the way the educational process itself was often conducted;
- public school curricula had become homogenized, diluted and diffused, a smorgasbord that no longer served a central purpose;
- other industrialized nations dedicated roughly three times more school hours to basic subjects than U.S. schools did;
- students in those nations often spent eight hours in class 220 days a year compared with six hours a day 180 days a year in the U.S.;
- U.S. teachers were underpaid and consequently in short supply and drawn from the bottom quarter of high school and college graduates; they were also undertrained in their academic teaching areas.

An Action Plan for Excellence and Ensuing Legislation

Over the 10 years since that report, the State Board of Education reassessed Oregon's educational policies and issued An Action Plan for Excellence which shifted the state perspective from an emphasis on means and methodology of instruction to student learning and program performance as the basis for defining quality in school programs. The Board and the Department of Education put in place a student-based educational system that evolved through cycles of self-correction and improvement. This system was designed to specify the results expected, periodically measure progress toward those results, take corrective action where progress was found wanting and then begin the process again.

Since that change in policy direction the Department has developed statewide curricula in all required subject areas and a statewide assessment system designed to measure the objectives of those curricula.

House Bill 2020

Moving in the same reform direction as that taken by the State Board and Department of Education, the 1987 Legislature passed House Bill 2020 which established funding

- to encourage school districts to develop educational goals and provide the Oregon Department of Education an assessment of progress toward those goals;
- to restructure the school workplace to provide teachers responsibility and authority commensurate with their professional status;
- to provide grants for formally assigned mentor teachers to provide help to eligible beginning teachers;
- to establish an Oregon Teacher Corps to encourage qualified persons to enter teaching through student loans forgivable for those teaching three years in Oregon.

House Bill 3565

In 1991 the Oregon Legislative Assembly passed the Reform Act, the most sweeping education reform package in Oregon's history. To achieve state goals of producing the best educated citizens in the nation by the year 2000 and a workforce equal to any in the world by 2010, the Legislature mandated programs to

- enable all children to start school ready to learn;
- integrate health and social services at or near the school site to meet the comprehensive needs of children and families;
- create stronger linkages and transitions between early childhood and elementary school and between secondary school, the world of work and higher education;
- create a more flexible and innovative educational delivery system;
- foster decentralized decision-making structures to guide implementation of school reform and improve student outcomes;
- begin a process of lengthening the school year from the current 180 days to 220 days by the year 2010; and
- hold the educational system accountable to the very highest standards of school performance and student outcome attainment.

House Bill 2001

The Reform Act all but completed the statutory changes necessary to transform Oregon's education system into the most forward looking system in the United States. The 1989 Legislature had passed House Bill 2001, the 21st Century Schools Program, authorizing school districts to undertake Oregon Department of Education-approved programs restructuring school operations and professional relationships. More than that, it permitted waivers of certain statutes and rules that inhibited progress toward reform for those districts. The Oregon Educational Act for the 21st Century expanded the luse of the waivers. Together with the 1987 House Bill 2020 this allowed the momentous change in the system for which many educators had long been calling.

Oregon Benchmarks

In 1991 the Oregon Progress Board published *Oregon Benchmarks*, the work of six steering committees that established a 20-year strategic vision for Oregon. Many of those benchmarks are ones that would involve the State Board and Department of Education. They include such elements as Readiness to Learn, Teen Pregnancy, Drug-Free Teens, Job Skill Preparation, Basic Student Skills, Comparative Math Skills and Adult Literacy. The benchmarks are goals which require periodic measurement through the year 2010 of specific program items, including the following: Nurturing Families, Thriving Children, Success in School, Student Health, High School to Post-Secondary Educational Achievement, Adult Education and Social Harmony in K-12 Schools.

Measurements would be in areas such as Basic Student Skills (the percentage of 3rd, 5th, 8th and 11th graders who achieve basic skill mastery), and Current Transition from Secondary Education (high school graduation rates and the percentage of high school students enrolled in vocational and technical education programs).

Education First: The New Mission

To meet the challenges of *Oregon Benchmarks* as well as those other challenges established in the Reform Act, the State Board and Superintendent Norma Paulus launched the Department on an Education First program.

> "The mission of the State Board of Education is to assure excellence and equitable educational opportunities resulting in the development of every Oregonians self-esteem, potential, skills and knowledge, workforce productivity and lifelong learning capacities. The State Board will work in partnership with local school districts, education service districts, community colleges, parents, teachers, administrators and all other concerned citizens to achieve this mission."

National Goals

This mission statement put the State Board and Department of Education squarely on line to meet not only the requirements of the Reform Act but also the National Educational Goals:

- By the year 2000, all children in America will start school ready to learn.

- By the year 2000, the high school graduation rate will increase to at least 90 percent.

- By the year 2000, American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

- By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

- By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

New Standards Project

As part of its efforts to meet the National Goals and those set out in the Reform Act and other Oregon laws, the Department of Education is participating with 16 other states in the New Standards Project, a response to the National Governors Association call for the restructuring of American education. The examination system will have two components: a Performance Examination component and a Cumulative Accomplishments component. The Performance Examination would take place over several days, examining a student's work on projects, exhibitions and portfolios. The Cumulative Accomplishments component would be a record of work carried out over a period of years, including projects, exhibitions and portfolios. The examinations set a high standard of mastery for all students allowing them to take the examinations until they pass.

Early Childhood Education Part of Reform Act

Since enactment of the Reform Act, the Department has begun one of the most ambitious early childhood development programs in the United States. Pilot programs provide models for non-graded primary classrooms, assessment of student performance and creation of the Certificates of Initial and Advanced Mastery. Last year six distinguished Oregon educators worked at the Department to help develop the best educational practices for the reform program. They conducted a series of statewide workshops, sharing their experiences in the reform effort with teachers throughout Oregon.

Further Reform Activity

The Department funded six demonstration projects to help the Department develop Certificates of Advanced Mastery in Arts and Communication, Business and Management, Health Services, Human Resources, Industrial and Engineering Systems and Natural Resource Systems.

Seven Oregon schools formed a network to assess student performance and pilot new ways of measuring student progress toward the Certificate of Initial Mastery. They are examining ways to assess high-performance student outcomes and to produce portfolios of student work, in keeping with the national New Standards (assessment) Project mentioned before.

The Department sends specialists into schools to help school staffs understand how children grow, develop and learn. Staff development is absolutely essential to the success of high priority programs such as non-graded primary and middle level programs. Department staff are also assisting schools in setting up site councils and giving assistance in other areas of school reform. The 21st Century Schools Councils are encouraged to seek waivers of state and local statutes, policies, rules and agreements that impede the progress toward reform.

The State Superintendent of Public Instruction is in the process of appointing citizen committees to serve as advisory and guidance groups in three areas: ethnic diversity, school-to-school issues and school-to-work transitions. A statewide organization, *Parents Plus*, is organizing to advocate for children and their education, promote student success through family and community involvement in education and assist in educating Oregonians regarding the Reform Act and the need for adequate and stable funding for schools.

As this report is issued, the question of most concern about reform efforts is the degree to which Oregonians are willing to pay for the changes. What follows here is the second annual report of the Superintendent of Public Instruction, the *Oregon Report Card*.

OREGON SCHOOL REFORM PLAN

OREGON SCHOOL REFORM

The 1991 Legislature gave the Department of Education a mandate for change when it passed House Bill 3565, the Oregon Educational Act for the 21st Century. That legislation set into motion the most extensive restructuring of a public school system to occur in this century. It has caused Oregon to emerge as the leader in a growing nationwide movement to build a superior public education system.

What has been accomplished?

To examine the major issues presented by the School Reform Act, the Oregon Department of Education convened ten task forces comprised of more than 200 educators, parents, business and community representatives drawn from across the state. The task forces developed recommendations based on research and best educational practices, and submitted reports to the State Board of Education in late 1992.

> **The 21st Century Schools Council created task forces to make recommendations.**

The work of the task forces, along with extensive comments from interested citizens and Department of Education staff, contributed to the Board's broad, long range plan for implementation of school reform. The plan will be refined as the components are further developed. During the next two years of the reform effort, top funding priorities are to increase the number of children in early childhood programs and to help educators and other staff continually improve educational practices in the schools.

The State Board of Education has accepted the following task force recommendations:

Certificate of Initial Mastery —

Certificate of Initial Mastery (CIM) Task Force

- Define broad outcomes that reflect complex, integrated, world class performance standards
- Create a portfolio assessment system that will present the student's cumulative knowledge and accomplishments
- Build a complete assessment system that includes classroom tasks, tests and performance tasks
- Establish a state curriculum framework with maximum local flexibility to implement the Certificate

Certificate of Advanced Mastery —

Certificate of Advanced Mastery (CAM) Task Force

- Assure that students who have achieved the Certificate of Advanced Mastery can meet high performance standards and are prepared for:
  - Entry to the workforce with marketable skills
  - Apprenticeships
  - Technical Preparatory Associate Degree (TPAD) programs
  - Higher education
- Organize the core curriculum to be integrated in six career strands
- Continue to hold districts responsible for student accomplishment of the Certificate of Advanced Mastery
- Determine that assessment includes portfolios, activities and authentic validation of knowledge, attitudes and skills

Non-Graded Primary —

Non-Graded Primary Task Force

- Use developmentally appropriate practices for kindergarten through grade three which may include mixed age groupings of students

- Emphasize the early prevention of conditions that impair children's educational progress
- Provide staff development
- Provide programs in which the ratio between children and adults reflects the research

Middle Level —

Middle Level Task Force

- Explore various models of middle level programs
- Develop small communities of students for optimum learning
- Provide staff training to support developmentally appropriate practices for grades 4-10

Alternative Learning Environments —

Alternative Learning Environments Task Force

- Make alternative learning environments available to all students as an option in a comprehensive program
- Offer learning centers as a coordinated system of learning environments and services
- Encourage regional planning for alternative learning

Public School Choice —

Public School Choice Task Force

- Give students who are not making satisfactory progress toward Certificate of Initial Mastery in traditional programs a second chance choice of additional services and alternative learning environments
- Allow students to go to another school in district or school out of district that agrees to accept the student.
- Hold the resident district responsible for payment to the other district if student progress is unsatisfactory
- Assure that space is available and multicultural diversity is balanced prior to a decision to accept transfer students from outside the resident district

Employment of Minors —

Employment of Minors Task Force

- Encourage students to earn the Certificate of Initial Mastery before seeking employment during the school year
- Allow students to be employed during the school year when the work relates to an approved education plan

Site Councils —

Site Councils Task Force

- Delegate decision making to councils at the school building site
- Establish a 21st Century Schools Council at every school by 1995
- Require of the councils:
  - Improved instructional programs for students
  - Improved staff development
  - Assistance in implementation of HB 3565

Integration of Social Services —

Integration of Social Services Task Force

- Improve family access to social services by encouraging delivery of social and health care services at or near the school site
- Establish pilot programs that focus on prevention and allow flexible funding
- Support local development of school-linked integration of social services

Extended School Year —

Extended School Year Task Force

- Lengthen the school year to expand educational opportunities that are now currently available. For example —
- Expand student opportunities for
  - Independent study
  - Technology use
  - Career exploration
  - Business/community learning
  - Restructured counseling/guidance services
- Expand staff opportunities for
  - More planning time
  - Teacher collaboration
  - Guide mentors in the classroom
- Expand program opportunities to meet school and community needs

CERTIFICATE OF INITIAL MASTERY (CIM)

The Oregon Educational Act calls for a transformation of what and how students learn. Oregon's new learning standards will assure that young people are prepared for an increasingly diverse and complex society and for the high performance work environments of the next century.

Students who earn a Certificate of Initial Mastery will have attained new, higher standards within a common core of learning. In January 1993 the State Board of Education adopted the set of outcomes proposed by the Certificate of Initial Mastery Task Force (see Illustration A). The Certificate of Initial Mastery outcomes emphasize useful knowledge and complex applications matched to real world demands. Successful learners must have a broad base of knowledge and skills. They must know how to tap a variety of subject areas to find solutions and workable strategies. Acquisition of this ability is one of the central purposes of the Certificate of Initial Mastery program.

The Certificate of Initial Mastery is based on cumulative learning that takes place from kindergarten through approximately grade 10 and will include regular assessments along the way to make sure students are learning. Most students will earn a Certificate of Initial Mastery at about age 16 or grade 10.

The Department of Education has developed a set of extended definitions to accompany the Certificate of Initial Mastery outcomes and give clearer direction in terms of appropriate curriculum assessment instruments and standards for assessment proficiency. The draft of extended definitions was sent to an in-state and national group of several thousand educators and others for review and comment and is scheduled to be adopted by the State Board of Education in September 1993.

The Department is now engaged in the next critically important step, creating a curriculum framework and performance outcomes that would demonstrate skill and knowledge acquisition. While the Certificate of Initial Mastery outcomes set uniform performance standards for all students statewide, local districts are encouraged to design programs that prepare their students to meet the standards. Schools owe extra support to special populations to assure that they have equal opportunities to reach the standards; some special needs students will use modified means to demonstrate mastery.

The Department of Education has produced a timeline for moving through the next phases of development:

- By January 1994, develop State Board-approved curriculum and standards for Certificate of Initial Mastery
- By January 1995, each district submits plans for Certificate of Initial Mastery, Certificate of Advanced Mastery and alternative learning environments, including learning centers.

ILLUSTRATION A

To attain the Certificate of Initial Mastery, a student will demonstrate the ability to:

Foundation Skills	**Think**	critically, creatively and reflectively in making decisions and solving problems.
	Self-Direct Learning	direct his or her own learning, including planning and carrying out complex projects.
	Communicate	communicate through reading, writing, speaking and listening and through an integrated use of visual forms such as symbols and graphic images.
	Use Technology	use current technology, including computers, to process information and produce high-quality products.
	Quantify	recognize, process and communicate quantitative relationships.
	Collaborate	participate as a member of a team, including providing leadership for achieving goals and working well with others from diverse backgrounds.
Core Applications for Living	**Deliberate on Public Issues**	deliberate on public issues which arise in our representative democracy and in the world by applying perspectives from the social sciences.
	Understand Diversity	understand human diversity and communicate in a second language, applying appropriate cultural norms.
	Interpret Human Experience	interpret human experience through literature and the fine and performing arts.
	Apply Science and Math	apply science and math concepts and processes, showing an understanding of how they affect our world.
	Understand Positive Health Habits	understand positive health habits and behaviors that establish and maintain healthy interpersonal relationships.

CERTIFICATE OF ADVANCED MASTERY (CAM)

Advanced knowledge and skills will be needed by all students, regardless of the path they follow after high school — whether to skilled employment an apprenticeship or on to further study toward a professional technical associate or baccalaureate degree.

Beyond a solid footing in the skills, young people need knowledge and skills in communicating effectively, solving complex problems, working cooperatively and using technology as a tool. Oregon's changing job market provides further evidence for this critical need.

Focused Opportunities for Learning

Students who earn a Certificate of Initial Mastery will be allowed to focus their learning in one or more of the Certificate of Advanced Mastery programs. The six endorsements (see Illustration B) represent the initial context for understanding and applying their learning. Students may select from a variety of learning environments to achieve the goals of their individualized career plan.

> All students in the state must have access to high-quality Certificate of Advanced Mastery programs in each of the six focus areas. To achieve such access, educators, policy makers, business and labor leaders, and community members should pursue a variety of regional collaborative arrangements.
>
> — from "Working Designs for Change," report of the State Board of Education to the Oregon Legislative Assembly, January 1993

All students should have the option of meeting the outcomes of the Certificate of Advanced Mastery in a combination of workplace training in business and industry, community college and university classes, as well as high school offerings, including distance learning through technology.

Completion of the Certificate of Advanced Mastery attests the student has the necessary skills and knowledge to enter the work force and continue postsecondary studies. Certificate of Advanced Mastery pilot projects are also being designed to accelerate student achievement and higher learning in baccalaureate and technical preparation associate (TPAD) programs.

As a result of work toward a Certificate of Advanced Mastery, students will gain a deeper understanding of how to apply academic content to real-life problems. Academic study with professional technical applications and citizenship development will be more meaningful than traditional high school study has been for many students.

The Department of Education is developing Certificate of Advanced Mastery outcomes that will be coordinated with the Certificate of Initial Mastery outcomes. Following statewide review by teachers, employers and other citizens, the State Board of Education will approve the Certificate of Advanced Mastery outcomes. Performance standards and assessment procedures for both Certificate of Initial Mastery and Certificate of Advanced Mastery certificates will be developed in the next few years.

ILLUSTRATION B

Focus Areas for CAM Programs

- **Arts and Communication**
  Programs related to the humanities and to the performing, visual,literary and media arts. These may include, but need not be limited to, architecture, creative writing, film and cinema studies, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising and public relations.

- **Business and Management**
  Programs related to the business environment. These may include, but need not be limited to, entrepreneurship, sales, marketing, hospitality and tourism, computer/information systems, finance, accounting, personal, economics and management.

- **Health Services**
  Programs related to the promotion of health as well as the treatment of injuries, conditions and disease. These may include, but need not be limited to, medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness and hygiene.

- **Human Resources**
  Programs related to economic, political and social systems. These may include, but need not be limited to, education, law and legal studies, law enforcement, public administration, child and family services, religion and social services.

- **Industrial and Engineering Systems**
  Programs related to the technologies necessary to design, develop,install, or maintain physical systems. These may include, but need not be limited to, engineering and related technologies, mechanics and repair, manufacturing technology, precision production and construction.

- **Natural Resource Systems**
  Programs related to the environment and natural resources. These may include, but need not be limited to, agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture and wildlife management.

Aiming for Statewide Commitment

Six demonstration sites have been funded to work with the Department of Education to develop the six study areas of the Certificate of Advanced Mastery:

- Arts and Communications
- Business and Management
- Health Services
- Human Resources
- Industrial and Engineering Systems
- Natural Resource Systems

In developing and implementing school reform efforts, the demonstration sites and other sites working toward secondary school restructuring are serving as models for other schools.

School districts have been encouraged to apply for School Restructuring Grants during the next two years. Public schools may apply for funds to support their research and planning as they initiate or implement a school restructuring plan to meet the goals of the Oregon Educational Act for the 21st Century.

Seven Oregon districts have formed a student performance assessment network to pilot new ways of measuring student progress toward the Certificate of Initial Mastery. They are examining ways to assess high-performance student outcomes and to produce portfolios of student work. They are also studying how these innovations will affect instruction, program design and staff development needs.

Committees have been formed to make recommendations in three areas: ethnic diversity, school-to-school issues and school-to-work transitions. Curriculum framework and assessment procedures are now being designed to fit with outcome-based learning. Work groups are researching issues such as integrated curriculum and early childhood education and will make recommendations as to how improvements can be implemented. Focus groups are also meeting to give direction to core outcomes for each study area identified for the Certificate of Advanced Mastery.

Supported by Oregon Department of Education School Improvement Teams, schools are becoming more accountable to the public through self-evaluation, site-based decision making and increased parent involvement. The 21st Century Schools Councils that are forming in each school district are responsible to implement school restructuring efforts in each school. A Professional Development Center (1-800-348-21486) assists these councils and school staffs in these endeavors.

Employment of Minors

The State Board of Education is required by statute to propose rules applicable to the continuing education of minors. The Employment of Minors Task Force has proposed Oregon Administrative Rules (OARs) for legislative review that would encourage those minors who want to work but have not completed their education to stay in school.

Technical Preparation Associate Degree

In Fiscal Year 1993, Oregon received $1,014,963 ($957,139 was allocated) from the Carl Perkins Act to fund the Tech Prep Associate Degree (TPAD) programs. The funds were awarded to 18 Professional Technical Education (PTE) consortiums in the state with grants ranging from $15,000 to $199,158. The consortiums targeted funds to develop and implement the degree in one or more PTE program areas.

Applied Academics

The Carl Perkins Act requires that all PTE program areas supported by federal funds must fully integrate academic and professional technical education. (Not every program area is so supported.) Every grant recipient is required to have full implementation in place by June, 1994. This is a requirement placed on the recipient's basic grant fund application and tech prep fund application. A major delivery system in Oregon for this integration is through applied academics. (Applied academics combine either English, math, or science with a specific PTE program area, e.g., accounting.) Last year approximately 2,500 secondary students were in applied academics courses, and about five percent of the Carl Perkins grant funds were spent on the implementation of the applied academic program.

2 + 2 Programs

Two plus two programs were established in Oregon in 1986 when the Office of Professional Technical Education (OPTE) divided the state into 18 PTE consortiums giving each consortium a small grant to begin developing and implementing approved **2 + 2 articulated programs**. As a result of this effort all of the eligible recipients and 18 consortiums use Perkins Act basic grant funds to enhance and expand their 2 + 2 programs.

Oregon established 2 + 2 programs (two years of high school plus two years post high school) in 1986. The state created 18 professional/technical education consortiums, giving each consortium a small grant to begin developing appropriate programs. These 18 consortiums are using Perkins Act funds to enhance and expand their original 2 + 2 programs.

In FY 1993, a total of $7,799,293 in Perkins basic grant funds was distributed to eligible local education agencies and community colleges. Fifty percent of these funds went to secondary schools and 50 percent to community colleges.

Workforce 2000 II Grants

In 1992, grants totaling $552,000 were awarded to six education reform sites to plan, develop and implement HB 3565, highlighting at least one of the six strands of the Certificate of Advanced Mastery (CAM), plus other desired reform efforts unique to the individual site. The six developmental sites and their focus' are as follows:

Cottage Grove High School — Cottage Grove

CAM Focus	Business and Management; Industrial and Engineering Technologies
Other	CIM Outcomes/Outcome-Based Education Total Quality Management for Staff Development Youth Apprenticeship

Crater High School — Central Point

CAM Focus	Business and Management
Other	CIM Outcomes Youth Apprenticeship/School Within a School Business Partnerships

David Douglas High School — Portland

CAM Focus	Human Resources
Other	Tech/Prep Associate Degree Organizational Structure for Six Categories Total Quality Management for Staff Development

North Coast Education Consortium — Clatsop County

CAM Focus	Natural Resources
Other	Applied Technology Center Collaboration Process for Small Schools Total Quality Management for Administrators

Roosevelt High School — Portland		
	CAM Focus	Health Services
	Other	Youth Apprenticeship CIM Outcomes Total Quality Management for Staff Development
Willamette High School — Eugene		
	CAM Focus	Business and Management
	Other	Youth Apprenticeship/Workplace Readiness CIM Outcomes Total Quality Management for Staff Development

By January 1993, about 365 secondary and 70 community college personnel at the six sites had been directly involved in the developmental efforts and some 2850 students had participated in structured work experiences.

Student Performance Assessment Network

SPAN, the Student Performance Assessment Network, was established to develop assessment models for the Certificate of Initial Mastery (CIM) and to identify issues that teachers, schools and districts encounter in implementing the Certificate of Initial Mastery system. These seven schools from throughout Oregon comprise SPAN:

Gates Primary School (Mill City)
Fairplay Elementary (Corvallis)
Kennedy Middle School (Eugene)
Dayton High School
Crater High School (Central Point)
Lakeridge High School (Lake Oswego)
Reynolds High School (Troutdale).

During the 1992-93 school year, teachers in these schools developed assessments to determine student performance of the Certificate of Initial Mastery outcomes and benchmarks leading to it. During the 1993-95 biennium, the districts will expand their efforts to include students in grades K-10. The districts will develop and try out assessment practices that will help to determine the most appropriate ways of implementing the Certificate of Initial Mastery. In addition, the districts will begin to share their efforts with other schools.

Talented and Gifted Grants

During the 1991-1993 biennium, the Department of Education focused competitive grant programs for students who are talented and gifted on school reform and HB 3565 concepts. The State Superintendent selected several of these school reform practices and requested that school districts submit grant applications to address the development of models and methods related to educating students who are talented and gifted within the reform practices.

Of particular importance to all districts that submitted applications were the methods for assessing students to determine educational needs, curriculum and classroom modification, strategies for meeting students' needs and grouping practices. The district receiving grant funds to carry out the projects must include both the development work and a strong dissemination effort to inform other districts in the state about the project.

Early Childhood Education

Quality early childhood education is one of the highest priorities of the Oregon State Board of Education and the Superintendent of Public Instruction. It is the essential building block upon which all other educational programs are based. Oregon early childhood education includes programs that serve children and families from birth through grade three.

State-funded childhood education includes Early Intervention Programs, Oregon Prekindergarten Programs, Together for Children Programs and Kindergarten Through Third Grade Programs. The Oregon Education Act for the 21st Century requires the Department of Education to develop model early childhood programs. The Department is collaborating with federal Head Start, local school districts and other social service agencies to work toward a single service, early childhood system.

Non-Graded Primary Project

In November 1991, ten non-graded primary pilot project sites were selected through the grant application process. The purpose of these projects was to implement components of the Oregon Education Reform Act intended to improved Early Childhood Education. The ten pilot sites submitted final project reports in June 1993. The projects are currently being evaluated by the School of Education at Oregon State University. The evaluation will be available in January 1994.

Early findings from the project reports indicate that schools use a variety of non-graded primary models. Students are grouped in diverse age groupings. Examples are: 4, 5, 6-years old; 6, 7-years old; 6, 7, 8-years old; 7, 8-years old; and other groupings that include children in the upper elementary grades.

Some projects report heterogeneous grouping for most of the student day and yet other projects report that children are grouped by ability for specific academic disciplines. All projects show movement toward integration of instruction. All projects report staff training in developmentally appropriate practices.

Project priorities were staff training in developmentally appropriate practices, authentic assessment, integrated instruction and how to meet individual and diverse student needs.

Preliminary indicators show that students are more actively engaged in the learning process resulting in greater student responsibility and motivation for their own learning. Teachers report their teaching roles are changing to student learning facilitators rather than director/classroom managers.

In most of the non-graded primary model projects, the students remain with the same teacher for more than one year. This has been consistently reported as one of the most positive effects of the projects.

Distinguished Oregon Educators

Six Distinguished Oregon Educators devoted last year to promoting school restructuring efforts. They came to the Department of Education from the front line of classroom teaching to share their experiences in the continuing search for best educational practices. They conducted a series of statewide workshops, Spring 1993, on key topics of interest. Two educators have been funded to continue that work this year.

Waiver Application

Sometimes schools find that progress toward making fundamental change is hindered by state and local statutes, rules, policies and agreements. To make it easier, the school site council may apply to the Department of Education for a waiver. The application must take the form of a three-to-five-year plan that describes how the school will be restructured, how the students will be affected educationally, how progress will be measured, what outcomes will be achieved and what waivers are necessary. The plan must be approved by the local school board and the State Board of Education. In 1992, seven Oregon districts or schools received waiver approval and restructured such areas as curriculum, graduation requirements, school day or year length and structure and teacher certification, assignment and responsibilities. By July 1993, sixteen more waiver applications were approved.

SCHOOL FINANCE

In the late 1980s and early 1990s declining state support for the public school system, resulted in an underfunded school finance formula. Equity concerns grew and eventually resulted in litigation. Plaintiffs claimed that the large disparities among districts in tax rates, per pupil spending and assessed valuation per student resulted in a denial of equal educational opportunity because the quality of educational opportunity available depended on the student's place of residence.

Future Legislative Assemblies must ensure that the new formula is adequately funded to permit its full implementation.

Despite the cited disparities the Oregon Supreme Court affirmed the constitutionality of the school finance formula in May of 1991.

But as a result of the passage of Measure 5 in November 1990 and continued concerns over litigation challenging the constitutionality of the existing school finance distribution formula, the 1991 Legislative Assembly approved landmark school finance legislation designed to provide equity in funding public education.

The new funding formula is based on the concept of equal funding for like students regardless of the student's place of residence. Recognized school finance experts have praised the basic structure of the new School Support Fund distribution formula.

Under the formula, a general purpose grant, funded by a combination of state and local sources, is calculated for each school district based upon the number of students in the district plus additional weighting for higher cost programs. Additional weighting is given for students in special education programs, English as a Second Language programs, union high districts, remote small schools and for students living in foster homes or in facilities for neglected and delinquent students. The number of children in poor families (based on census data) is an added factor.

For the 1992-93 school year, the target grant per weighted student was set at $4,500. The available funding from state and local resources resulted in a funding level of approximately 92 percent of the target grant.

The state funds 70 percent of approved pupil transportation expenditures. Districts assume the remaining 30 percent plus 100 percent of costs not approved.

In 1992-93 more than half of the 297 school districts were covered by a provision assuring that funding from state and certain local sources could be less than 100 percent or more than 125 percent of those same sources in the prior year.

For the 1993-95 biennium, part of the funding formula has been suspended because of a $500 million reduction in funding for K-12 education from current service levels. State funding for each school district will be determined by a proportionate reduction of approximately 8 percent in each district's 1992-93 per student funding. Further action to refine the formula elements was postponed.

Future Legislative Assemblies must ensure that the new formula is adequately funded to eliminate the restraints on full implementation of the formula. Adequate funding must be made available despite the progressive reductions in local property tax rates mandated by Measure 5. In addition, the Legislature must adjust other formula elements to ensure equal educational opportunities for all Oregon students.

Expenditures

Education is a people intensive service. Approximately 82.5 percent of budgeted school district expenditures are for salaries and benefits (70 percent for instruction or instruction related).

Central administration makes up 4.1 percent of the budget; business services 1.7 percent; transportation of students 4.3 percent and facilities including operation and maintenance 12.2 percent. Instruction and instructional support make up the bulk of school district expenditures equaling 77.6 percent of the total general fund budget for the 1992-93 school year.

1991-92 General Fund Budget Summary for School Districts (in thousands of dollars)

			Percent
Instruction & Instruction Support	Salaries & Benefits	$1,819,508	70.3
	Other Expenses	189,440	7.3
	Total	2,008,948	77.6
Central Administration	Salaries & Benefits	66,677	2.6
	Other Expenses	36,060	1.4
	Total	102,737	4.1
Business Services	Total	44,658	1.7
Transportation	Total	111,210	4.3
Facilities	Total	316,200	12.2
Community Services	Total	3,734	.2
Total General Fund Exp.		$2,587,487	100.0

Source: *School District Budget Summary*

Definitions

Instruction & Instruction Support includes regular and special education instruction, student services such as counseling or speech services, library and other educational media, school administration (principal's office) and internal services such as centralized purchasing, distribution system and printing and duplicating.

Central Administration includes general administration, i.e., school board, superintendent's office and other office staff. Also included are central support functions such as research, evaluation, statistics and data processing.

Business Services includes direction of business services and fiscal services such as budgeting and payroll.

Transportation includes home to school transportation of students and school activity trips.

Facilities includes operation and maintenance of buildings and grounds as well as building improvements.

Community Services includes activities not directly related to education such as recreation programs, civic activities and child care.

Revenue

Since 1985, Oregon has consistently ranked in the bottom five states in the percent of revenue allocated for public elementary and secondary schools from state government. Nationally, support for schools from state government has approached the fifty percent level while state support in Oregon has languished at under thirty percent. (See table below.)

As a result of the passage of the property tax limitation measure, state government will be funding a much greater share of school revenue. The beginning of this trend is reflected in the data below. A five percent increase in the state's share in 1991-92 was followed by a seven percent increase in 1992-93.

School District Budgeted Revenues by Source, All Funds Total (in thousands of dollars)

	Fiscal Year 1992-93		Fiscal Year 1991-92		Fiscal Year 1990-91		U.S. Avg. 1989-90
Local and Intermediate	$1,616,208	55.4%	$1,666,578	67.7%	$1,684,327	67.9%	46.6%
State*	1,125,124	38.5%	829,812	31.2%	648,601	26.2%	47.2%
Federal	176,557	6.1%	161,557	6.1%	145,352	5.9%	6.2%
Total	$2,918,183	100.0%	$2,567,947	100.0%	$2,478,280	100.0%	100.0%

*Adjusted to show Measure 5 replacement as state revenue

Sources: *School District Budget Summary and National Center for Education Statistics*

STUDENT DEMOGRAPHICS

Record enrollments are projected for all grades by the close of the 1990s.

After a period of decline ending in the early 80s, enrollment in Oregon schools is now showing a sharp upturn. Since 1988-89, enrollment increased at an annual rate of 2.8 percent.

Record enrollments are projected for all grades by the close of the 1990s. Currently, elementary grades are near all-time highs. Secondary enrollment, having seen a sharp decline in the 1980s, will see just as sharp an increase in this decade.

Projected cumulative enrollment:

	K-8	**9-12**
1992-93	386,400	149,000
1996-97	413,900	176,500

As of October 1, 1992, Oregon's public school membership by racial/ethnic categories was:

	Total	**White**	**Black**	**Hispanic**	**Asian/ Pac Is.**	**Amer. Indian**
1991	498,614	439,351	11,998	24,165	14,359	8,741
1992	510,122	446,251	12,220	27,115	15,360	9,176

Since 1988-89, minority enrollment increased by an average of 8.8 percent per year, led by Hispanic enrollment which increased at an average of 16.2 percent per year. The proportion of minority enrollment to total enrollment increased from 10.2 percent to 12.5 percent.

Students in Oregon are concentrated in the four large urban centers of Portland, Salem, Eugene-Springfield and Medford, which also represent Oregon's standard metropolitan statistical areas as designated by the Census Bureau. These four areas contain 66 percent of Oregon's students.

Oregon's low income population, in public schools as measured by the number of children eligible for free lunch, is 19 percent of the total. This proportion has held steady over the last few years.

Absenteeism in Oregon schools is related to grade level; it is higher in the secondary grades. Over the past few years, absenteeism has held steady overall at about 6.6 percent. The absentee rate in elementary grades is about 6.0 percent and the rate in secondary grades is about 7.8 percent.

HOME SCHOOL

Since 1985 the Legislature has passed a number of laws authorizing home schooling and clarifying exemptions from compulsory school attendance. The laws establish guidelines for parental or private instruction in the home and set guidelines authorizing home study students to participate in interscholastic activities. Once legislation was passed, the State Board adopted administrative rules establishing procedures for home schooling.

State Board of Education policy recognizes and supports the legal right of parents to educate their children in non-public school settings, including homes or private schools. Parents who choose such alternatives have a responsibility to society to demonstrate periodically, through statutorily established procedures, that their children are making satisfactory progress toward acquisition of the knowledge and skills needed for responsible adult citizenship.

Because the welfare of our state and nation depends on the availability of quality education for all children, the State Board encourages local public school officials to assist parents whose children are in nonpublic school settings by providing a variety of instructional services (such as textbooks, testing, guidance and selective subject area enrollments for their children when such cooperative arrangements are constitutional and will not detract from the effectiveness of local school programs. (*State Board of Education Policy, Adopted 1988*)

> ... the State Board encourages local public school officials to assist parents whose children are in nonpublic settings...

Present Evidence

Since school year 1986-87, there has been a steady increase in the percentage of home schooling students who participate in required testing. The following data represent current home schooling trends.*

Number of Registered Home Schooling Students Compared with Number of Tested Home Schooling Students 1986-1992

School Years	Students Registered	Students Tested	% Tested
1986-87	2,671	1,121	42
1987-88	3,103	1,658	53
1988-89	3,716	2,973	80
1989-90	4,578	3,509	77
1990-91	5,544	4,426	80
1991-92	6,370	4,868	76

*The data in these two tables were compiled by Oregon Department of Education from reports by Education Service Districts.

Percent of Home Schooling Students Scoring at Given Percentiles
1986-1992

...72% tested at the 50th percentile or above.

Percentile	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
0-15	*	*	4.4	4.1	4.7	4.7
16-20	*	*	2.0	2.3	2.5	2.1
21-30	4.5	4.8	4.4	5.3	5.7	5.5
31-40	6.2	6.3	9.7	6.5	5.7	6.0
41-50	6.8	8.6	9.3	8.3	8.6	8.7
51-60	9.2	9.6	10.0	9.2	9.5	8.8
61-70	11.3	12.2	13.0	12.6	11.9	11.2
71-80	16.7	13.5	15.0	14.2	13.4	13.7
81-90	15.1	15.9	15.0	15.5	15.3	16.5
91-100	23.8	21.4	17.0	22.0	21.2	22.3

*Percentiles were accumulated differently during these years.

- Of the 4,868 home schooled students tested for 1991-92, 72% tested at the 50th percentile or above. Twenty-two percent tested at the 90th percentile or above.
- Approximately 5% of students tested scored below the 15th percentile.

Home schooling is an educational option an increasing number of Oregon parents are choosing for their children. To ensure maximum benefit to students and the state of Oregon, the Oregon Department of Education, Educational Service Districts and local school personnel should provide support for these students and their families. The Department of Education should take a leadership role in coordinating support and technical assistance to ensure appropriate, effective use of this educational option.

PRIVATE SCHOOLS

Oregon has one of the least restrictive statutes in the nation regarding private schools. No requirements subject private schools to state registration or oversight. However, many schools choose to register, follow the Oregon Administrative Rules regarding registered private schools and operate in close contact with public school counterparts and standards.

A second group of schools is registered with the Office of Special Education as approved placement for special education students. A third group of schools is registered with the Office of Student Services as approved alternative schools. Some additional schools send enrollment data to Oregon Department of Education on an annual basis. Many schools are registered in more than one category.

There are 539 private schools registered by the Department of Education or acknowledged as being in operation. These schools enroll approximately 37,000 students in grades K-12. This figure differs from last year's report, because the Department of Education failed to count all the schools registered by its various offices. Also, last year's figure included preschool students. This year's figure does not include the estimated 5,000 preschool students included in last year's total.

Fifteen of the registered schools serving grades 9-12 and 33 other schools offering a full academic program for school-age students are accredited by the Northwest Association of Schools and Colleges, an accreditation source for both public and private institutions.

STAFF CHARACTERISTICS

ASSIGNMENT AND DISTRIBUTION OF EDUCATIONAL STAFF

The Department of Education reports the ratios of students to teachers, instructional staff (teachers plus educational support staff) and counselors as part of the annual School and District Profiles. Statewide comparative data is also included in the Profiles. Beginning in 1991-92, the statewide ratios were calculated separately for elementary, middle, high and K-12 combination schools.

Present Evidence

Statewide, student-teacher ratios in Oregon are mostly in the range of 18-19 students per teacher and are fairly constant across grade level, as shown in the table below. K-12 schools are the exception with a ratio of just over 13 to 1. When library/media specialists and educational assistants are added (the Instructional Staff category) there is an increase in ratios as one moves upward in grade level, from less than 15 to 1 in elementary grades to over 16 to 1 in high school.

For counseling personnel (including elementary Child Development Specialists), ratios decrease (fewer students per counselor) at higher grade levels—the opposite of the pattern noted for instructional staff personnel. The large ratios at the elementary level occur because elementary schools often employ a counselor part time or, in some cases, not at all.

Most ratios have changed little from the previous year, a minor exception being middle school counselors where the ratio has dropped by about five. (K-12 data includes numbers too small to allow dependable year-to-year comparisons.)

In addition to the staff ratio information, the graph on the following page illustrates statewide changes in several staff categories from Fall 1990 to Fall 1991 (left, darker bar in each pair) and Fall 1991 to Fall 1992 (right bar). Last year a substantial drop in central administrators, a smaller decrease in school building administrators, and gains of about 2 1/2% in teachers and support staff, along with a 2.9% gain in student FTE enrollment was reported. For the same period a year later, central and building administrators showed small gains (1.7% and 1.1%, respectively), while the number of teachers grew by 2.7% and support staff by 3.3%. Student enrollment for the period showed a 2.5% gain. The accompanying pie chart indicates that these gains have had virtually no impact on the comparative percentages of total staff for two years.

> Gains and losses in various personnel categories have had virtually no impact on the comparative total percentages of staff in these categories.

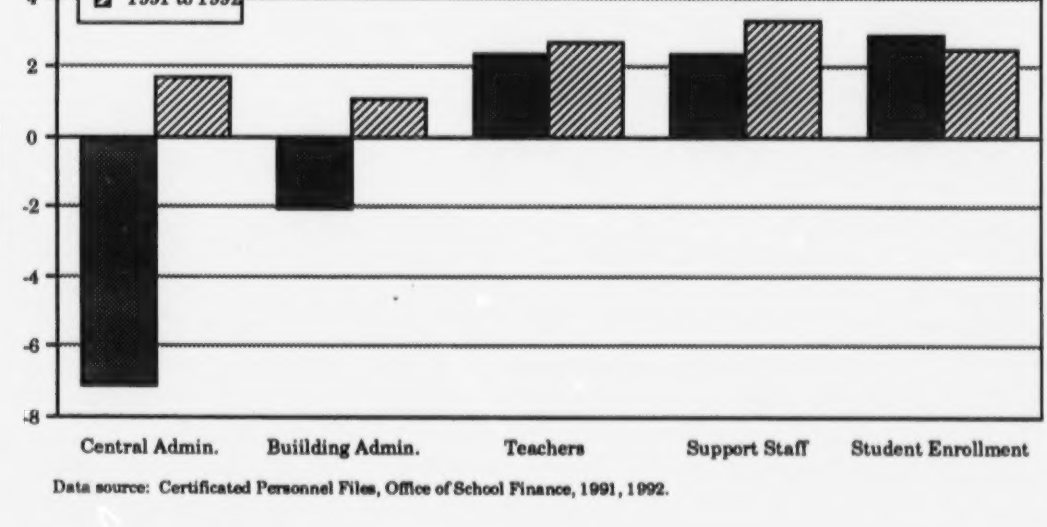
Oregon School Staffing Ratios by Grade Configuration

Year	Teachers				Instructional Staff				Counselors			
	K-12	Elem.	Middle	High	K-12	Elem.	Middle	High	K-12	Elem.	Middle	High
1992-93	13.1	18.8	18.8	18.4	11.0	14.7	16.1	16.3	471.4	554.7	318.2	283.0
1991-92	11.7	18.5	18.6	18.5	10.2	14.6	15.9	16.4	583.5	555.5	323.8	282.6
1990-91	12.0	18.7	18.5	17.8	10.2	15.0	15.9	15.9	446.5	650.8	308.4	263.3

The Future

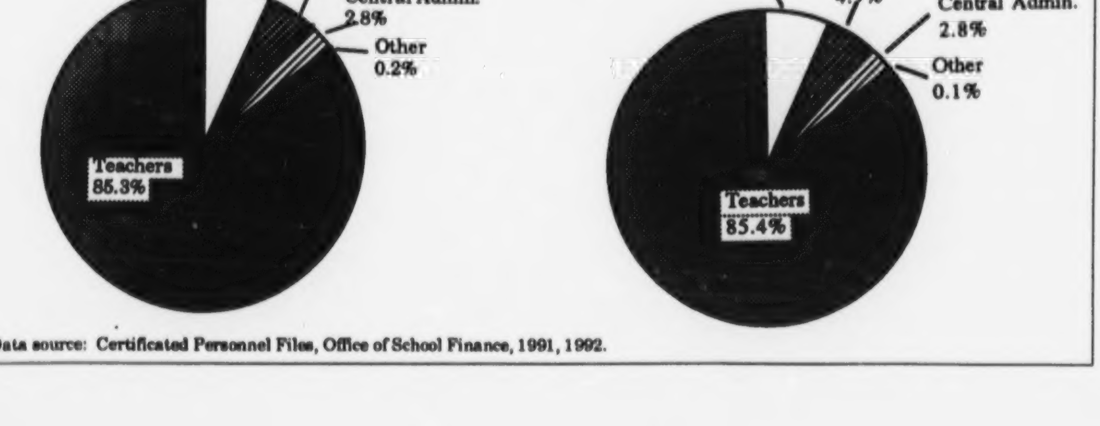
As we noted last year, examining staff ratios and percentages provides a partial picture of how educational resources are distributed in Oregon. A more complete picture requires information on actual class sizes (possibly by surveying individual districts) and a better understanding of relationships to student progress toward meeting Oregon's curriculum goals.

Percent Change in Four Staff Catagories and Student Enrollment
Fall, 1990 to 1991 and Fall, 1991 to 1992



Data source: Certificated Personnel Files, Office of School Finance, 1991, 1992.

Statewide Certificated Staffing Patterns



Data source: Certificated Personnel Files, Office of School Finance, 1991, 1992.

EXPERIENCE, SALARY AND PREPARATION

The Oregon Department of Education reports selected characteristics of certificated staffs in Oregon public schools as a part of their annual school and district profiles. Statewide comparative data is also included in the profiles. A three year trend for this data is displayed in the table below. In addition, some information on mathematics and science teacher preparation is available from a 1991 study by the National Center for Educational Statistics.

Present Evidence

Oregon teachers average about 10 years of experience in the district where they are currently employed and about 13 years of teaching experience overall; their average age is 42. These characteristics have remained quite stable over the three school years reported.

A *teacher stability* measure showing the percentage of staff remaining at the same school from one year to the next indicates that nearly 9 of 10 teachers statewide tend to stay. This figure is up 3 points from the previous year and 4 points from two years ago.

Nearly nine out of ten Oregon teachers have acquired academic credits beyond the Bachelor's level, with 40 percent achieving a Master's degree. These characteristics have changed little during the period reported.

Oregon Classroom Teacher Characteristics

	1992-93	1991-92	1990-91
Average Years Experience			
In Current District	10	10	10
Total	13	14	13
Average Age	42	43	43
Average Salary	$35,883	$33,913	$32,250
Teacher Stability	89%	86%	85%
Level of Academic Preparation			
BA Degree	12%	12%	14%
BA Plus Additional Hours	48%	49%	47%
MA Degree	40%	39%	38%
PhD Degree	Less than 1%	1%	1%

National Comparisons

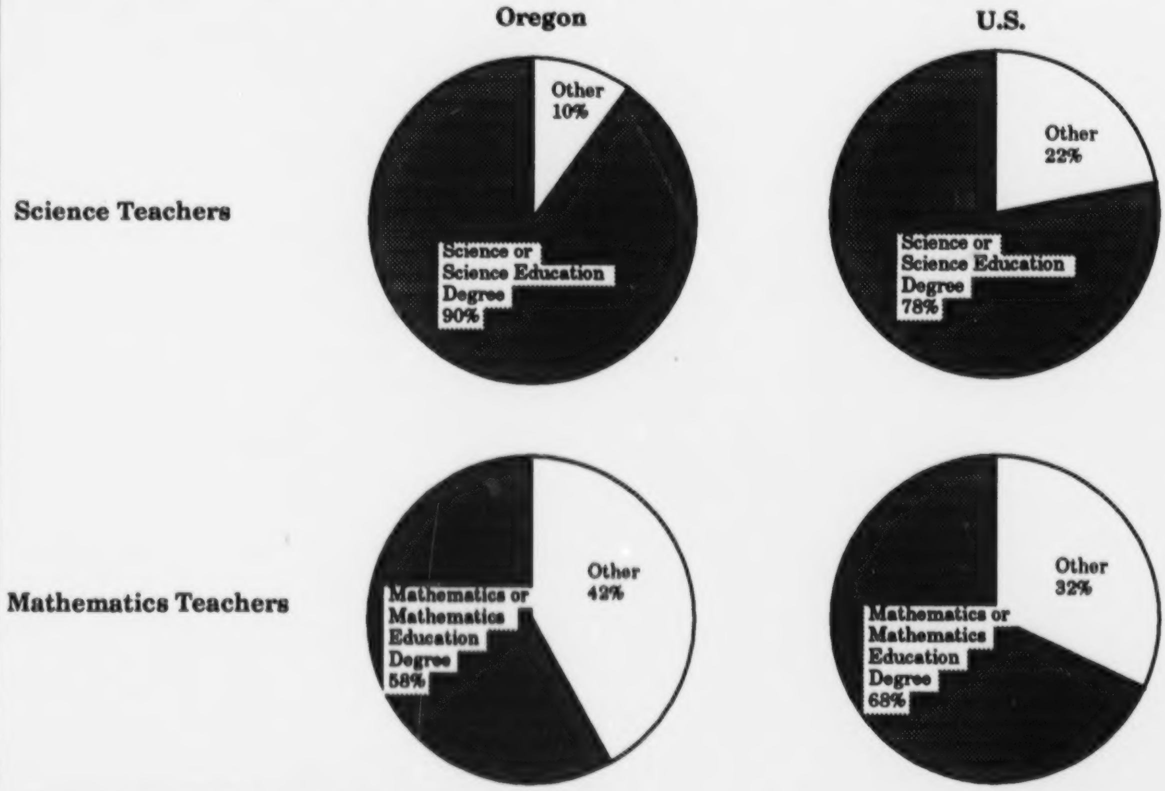
In its second report on progress toward the National Education Goals (1992), the National Education Goals Panel included data with which Oregon can be compared to national averages for teacher preparation in mathematics and science. It should be noted that these data, which include both academic and education degrees, are not comparable to similar data reported last year which included only academic science and mathematics degrees.

...nine of ten Oregon science teachers hold college science or science education degrees, well above the national average of 78 percent. ...for mathematics the picture is reversed with fewer than 6 in 10 teachers holding mathematics or mathematics education degrees, 10 percent below the national average.

As shown in the accompanying chart, nine of ten Oregon science teachers hold college science or science education degrees, twelve percent more than the national average.

The picture is reversed for mathematics; Oregon lags somewhat behind the national average (68 percent), with fewer than 6 in 10 of its math teachers holding college mathematics or mathematics education degrees.

Percent of High School Science and Mathematics Teachers* Who Have a Degree in the Field in Which They Teach, 1991**



*Primary teaching assignment is science or mathematics.
**Includes both primary academic and math or science education [illegible]rs.
Source: National Center for Education Statistics.

Major Assignment of Staff and Turnover

The largest single category of teachers is elementary classroom teachers, who encompass over 41 percent of all teachers. This group has the lowest turnover rate of any major group (93.2% continued with their current district in 1992-93). The highest turnover rates for 1992-93 were in special education (12.3%) and in science (11.7%).

The highest percentage of newly hired experienced teachers was in special education (8.6%), music (7.7%) and science (7.3%); the highest percentage of newly hired teachers with no experience was in language arts (5%) followed by social studies (4.5%) and science (4.4%).

Assignment Categories

Of all assignment categories, English as a Second Language teachers had the highest turnover. Newly hired experienced teachers constituted 18.4% of the total and newly hired inexperienced teachers made up 6.9%, only 74.7% continued with their current employer.

The lowest percentage of newly hired teachers with no experience was in home economics (1.6%).

Number of Teachers by Major Assignment and Percent Turnover, 1992-93

	Continuing Teachers		Newly Hired Teachers Experienced		Newly Hired Teachers No Experience		Total
Assignment	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Teachers**
Self-Contained Classroom	11,173	93.2	451	3.8	364	3.0	11,988
Language Arts	1,775	89.6	107	5.4	99	5.0	1,981
Social Studies	1,237	91.6	52	3.9	61	4.5	1,350
Science	1,216	88.3	101	7.3	60	4.4	1,377
Art	380	92.5	19	4.6	12	2.9	411
Music	1,018	88.6	89	7.7	42	3.7	1,149
Drama/Speech/Journalism	110	91.7	7	5.8	3	2.5	120
Home Economics	346	90.8	29	7.6	6	1.6	381
Reading	517	92.2	27	4.8	17	3.0	561
Mathematics/Computer	1,527	89.7	106	6.2	70	4.1	1,703
Health Ed/PE/Athletics	1,719	92.5	69	3.7	71	3.8	1,859
Foreign Language	461	86.5	39	7.3	33	6.2	533
Special Education	2,853	87.7	281	8.6	120	3.7	3,254
Vocational Education	1,225	93.0	55	4.2	37	2.8	1,317
Talented and Gifted	156	86.2	16	8.8	9	5.0	181
English as a Second Lang	130	74.7	32	18.4	12	6.9	174
Alternative (At-Risk) Educ	183	81.7	27	12.1	14	6.2	224
Other	429	93.7	18	3.9	11	2.4	458
TOTAL	26,455	91.2	1,525	5.2	1,041	3.6	29,021

STUDENT ACHIEVEMENT

OREGON STATEWIDE ASSESSMENT

Background

The Oregon Statewide Assessment is different from national, norm-referenced tests used in many districts and states. The Oregon Statewide Assessment is a curriculum, criterion-referenced assessment based on a specific curriculum, the Oregon Essential Learning Skills and Common Curriculum Goals. The types of results and scores produced from the Oregon Statewide Assessment will also be somewhat different from those produced by national, norm-referenced tests.

Student scores on nationally normed achievement tests indicate the student's relative standing in comparison to other students at the same grade level who took the test. Though helpful, such scores are in truth simply statistical distributions. They provide limited guidance for determining whether students have mastered a challenging curriculum or have acquired the knowledge and skills needed to advance in school or to move on successfully into adulthood.

> The Oregon Statewide Assessment indicates the student's performance relative to predetermined grade level standards of performance.

The Department of Education implemented the first statewide assessment of the Essential Learning Skills and the Common Curriculum Goals beginning with the 1990-91 school year. Under the new assessment program all students in grades 3, 5, 8 and 11 are annually assessed on the Essential Learning Skills (reading, writing, mathematics, listening skills and study skills). In addition, on a rotating schedule students are assessed according to the following schedule:

Language Arts CCG (Literature)	Spring 1991
Mathematics and Health CCG	Spring 1992
Physical Education CCG	Spring 1994
Science CCG	Spring 1995
Art, Music and Social Studies CCG	Spring 1996

Because of budget reductions the listening skills and study skills components were deleted from the 1992 and 1993 assessments. In addition, writing assessment was reduced to two grade levels per year.

Three levels defined:

The Oregon Statewide Assessment indicates students' performance relative to predetermined grade level standards.

1. *Basic*

The *basic level* denotes only partial mastery of the Essential Learning Skills and Common Curriculum Goals at their grade. Students at this level are most likely not making satisfactory progress for their grade and probably functioning below grade level expectations. Students at this level would be able to answer correctly relatively easy material at their grade level less than 80 percent of the time. These students may be able to correctly answer an occasional question from the *proficient* or *advanced* category but generally these students can only correctly answer *basic* questions.

2. *Proficient*

The *proficient level* denotes solid, strong, acceptable mastery of the Essential Learning Skills and Common Curriculum Goals at their grade. Students at this level are making satisfactory progress and are well prepared for the next grade level of schooling. Students at this level would be able to answer correctly questions in the average range of difficulty for their grade level approximately 80 percent of the time. These students may be able to correctly answer an occasional question from the *advanced* category but generally these students can consistently answer correctly the *basic* and *proficient* questions.

3. *Advanced*

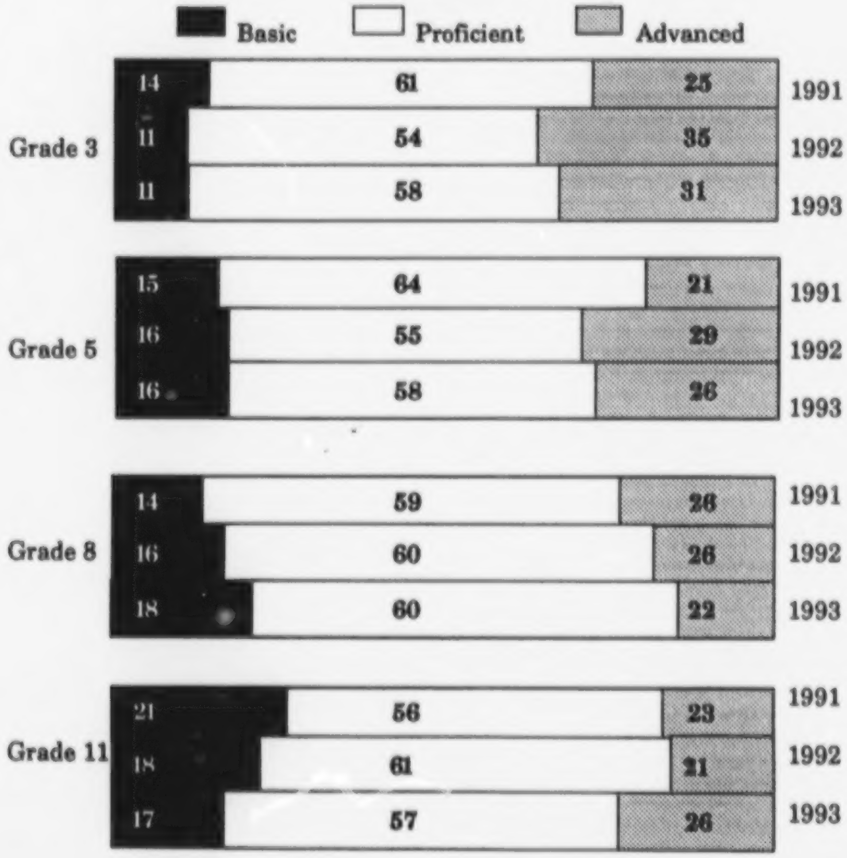
The *advanced* level denotes very high, superior performance and students at this level are probably functioning above grade level expectations. Students at this level would be able to answer correctly the most difficult questions at their grade level more than 80 percent of the time. These students are able to regularly and consistently answer questions correctly from the *advanced*, *proficient* and *basic* levels.

Present Evidence in Reading

The state average score for 3rd grade increased three points from 1991 to 1992 (201 to 204) but declined one point to 203 in 1993; 5th grade increased by one point (214 to 215) from 1991 to 1992 and returned to 214 in 1993; 8th grade declined by one point (227 to 226) in 1992 and declined by one point again in 1993; and 11th grade increased by two points (231 to 233) in 1992 and remained at 233 in 1993.

In 1993 approximately 89 percent of the 3rd grade students scored at the *proficient* or *advanced* levels; approximately 84 percent of the students were at these levels in 5th grade.

Distribution of Students By Levels of Performance
READING



Again in 1993 approximately 89 percent of the 3rd grade students scored at the *proficient* or *advanced* levels; approximately 84 percent of the students were at these levels in 5th grade. Approximately 82 percent of the 8th grade students and approximately 83 percent of the 11th graders were performing at these levels.

In 1992 approximately 89 percent of the 3rd grade students scored at the *proficient* or *advanced* levels. Approximately 84 percent of the students were at these levels in 5th and 8th grade while 82 percent were at these levels in 11th grade.

In 1991 approximately 85 percent of the students in grades 3, 5 and 8 scored at the *proficient* or *advanced* levels with approximately 83 percent of the 11th grade students functioning at these levels.

Present Evidence in Reading by Gender

In 1991, 1992 and again in 1993 more females than males were operating at the *proficient* and *advanced* levels in reading in all four grades.

TABLE 1

Gender	Year	Basic	Proficient	Advanced
GRADE 3				
Male	1991	16	62	22
	1992	12	56	32
	1993	13	59	28
Female	1991	12	60	28
	1992	10	55	35
	1993	9	56	35
GRADE 5				
Male	1991	18	63	19
	1992	20	55	25
	1993	19	58	23
Female	1991	12	65	23
	1992	13	53	34
	1993	13	58	29
GRADE 8				
Male	1991	17	58	25
	1992	20	59	21
	1993	22	58	20
Female	1991	10	60	30
	1992	12	60	28
	1993	14	62	24
GRADE 11				
Male	1991	26	53	21
	1992	22	58	20
	1993	20	55	25
Female	1991	16	60	24
	1992	14	65	21
	1993	13	59	28

Present Evidence in Reading by Ethnic Group

Compared to the over 80 percent of the students statewide who scored *proficient* or *advanced*, only about two-thirds of the Black students in all four grades tested were operating at the *proficient* or *advanced* levels. American Indian and Hispanic students scored slightly higher, but still performed well below the state average. Over 75 percent of the Asian students performed at the *proficient* or *advanced* levels in all four grades tested.

TABLE 2

READING - GRADE 3

Ethnic Composition	Year	Basic	Proficient	Advanced
American Indian	1991	22	66	12
	1992	16	61	23
	1993	18	64	18
Asian/Pacific Islander	1991	19	60	21
	1992	17	51	32
	1993	14	56	29
Black	1991	46	47	7
	1992	39	47	14
	1993	32	53	15
Hispanic	1991	26	64	10
	1992	18	65	17
	1993	21	67	12
White	1991	12	62	26
	1992	10	53	37
	1993	10	57	33

TABLE 3

READING - GRADE 5

Ethnic Composition	Year	Basic	Proficient	Advanced
American Indian	1991	23	68	9
	1992	27	58	15
	1993	26	61	13
Asian/Pacific Islander	1991	17	61	22
	1992	20	54	26
	1993	18	56	24
Black	1991	34	56	10
	1992	39	50	11
	1993	39	56	7
Hispanic	1991	32	59	9
	1992	33	53	14
	1993	33	58	9
White	1991	13	65	22
	1992	14	55	31
	1993	14	56	28

TABLE 4

READING - GRADE 8

Ethnic Composition	Year	Basic	Proficient	Advanced
American Indian	1991	26	65	11
	1992	26	65	11
	1993	30	61	9
Asian/Pacific Islander	1991	14	59	27
	1992	20	54	26
	1993	20	56	24
Black	1991	35	55	10
	1992	37	56	9
	1993	37	56	9
Hispanic	1991	28	61	11
	1992	30	58	12
	1993	35	54	9
White	1991	11	59	30
	1992	14	60	26
	1993	16	60	24

TABLE 5

READING - GRADE 11

Ethnic Composition	Year	Basic	Proficient	Advanced
American Indian	1991	38	53	9
	1992	27	63	10
	1993	29	59	12
Asian/Pacific Islander	1991	32	51	17
	1992	28	55	17
	1993	25	52	23
Black	1991	49	43	8
	1992	37	53	10
	1993	34	54	12
Hispanic	1991	40	48	12
	1992	31	59	10
	1993	33	53	14
White	1991	19	56	24
	1992	16	63	21
	1993	15	57	28

Survey Results in Reading

The 1993 survey results were very similar to those of the 1991 and 1992 assessments. Because of limited space only a few of the questions are highlighted in this report. For example, when asked "Do you like to read?" over 85 percent of the elementary students agreed "some or a lot," while about 77 percent of the secondary students responded similarly.

When asked, "How often do you read a newspaper outside of school?" about 31 percent of the elementary students responded daily or almost daily compared with the 22 percent who responded similarly in 1992. Less than half of the 11th graders read the newspaper daily or almost daily outside of school.

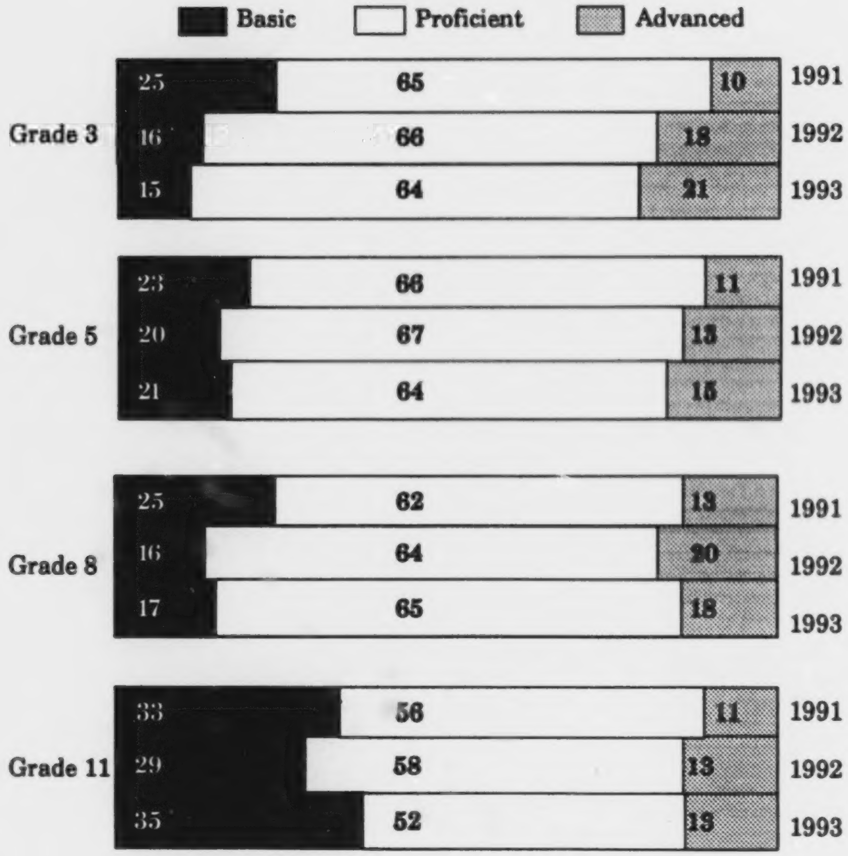
Present Evidence in Mathematics

The state average scores in 1993 remained the same as they were in 1992 at all four grades. The state average scores in 1993 were 201 for 3rd grade; 214 for 5th grade; 230 for 8th grade; and 233 for 11th grade.

The state average score for 3rd grade had increased four points from 1991 to 1992 (197 to 201); 5th grade was unchanged (214) from 1991 to 1992; 8th grade increased by two points (228 to 230) from 1991 to 1992; and 11th grade was unchanged (233).

The 1993 results were similar to those of 1992 in another respect as well. The percentage of students who were functioning at either the *proficient* or *advanced* levels in 1993 ranged between 79 and 83 percent for the 3rd, 5th and 8th grade students while only 65 percent of the 11th grade students were at these levels.

Distribution of Students By Levels of Performance
Mathematics



In 1992 the percentage of students who were functioning at either the *proficient* or *advanced* levels ranged between 81 and 86 percent for the 3rd, 5th and 8th grade students while only 70 percent of the 11th grade students were at these levels.

In 1991 approximately 75 percent of the students in grades 3, 5 and 8 scored at the *proficient* or *advanced* levels with approximately 67 percent of the 11th grade students functioning at these levels.

Present Evidence in Mathematics by Gender

Each year of the assessment, males and females scored approximately the same in all four grades tested but there were a few more males operating at the *advanced* level at each grade.

TABLE 6

MATHEMATICS

Gender	Year	Basic	Proficient	Advanced
GRADE 3				
Male	1991	26	63	12
	1992	17	64	19
	1993	16	61	23
Female	1991	24	67	9
	1992	16	69	15
	1993	14	66	20
GRADE 5				
Male	1991	24	63	13
	1992	21	64	15
	1993	22	61	17
Female	1991	21	69	10
	1992	18	70	12
	1993	21	66	13
GRADE 8				
Male	1991	25	60	15
	1992	17	61	22
	1993	18	62	20
Female	1991	24	64	12
	1992	15	67	18
	1993	16	68	16
GRADE 11				
Male	1991	32	54	14
	1992	29	55	16
	1993	34	50	16
Female	1991	34	58	8
	1992	30	61	9
	1993	36	55	9

Present Evidence in Mathematics by Ethnic Group

The improvement in math scores at the 3rd grade from 1991 to 1992 was especially evident in American Indian, Black and Hispanic students. These higher score levels were maintained in 1993. However, the Black students again in 1993 maintained a fairly high percentage of students at the *basic* level in grades 5, 8 and 11. About 85 percent of the Asian students in 1993 in grades 3, 5 and 8 scored in the *proficient* or *advanced* range. This percentage again dips to about 70 percent in the 11th grade.

TABLE 7

MATHEMATICS - GRADE 3

Ethnic Composition	Year	Basic	Proficient	Advanced
American Indian	1991	40	56	4
	1992	22	66	12
	1993	25	65	10
Asian/Pacific Islander	1991	22	67	11
	1992	14	61	25
	1993	14	61	25
Black	1991	51	44	5
	1992	34	57	9
	1993	35	55	10
Hispanic	1991	43	53	4
	1992	28	65	7
	1993	32	57	7
White	1991	23	66	11
	1992	15	67	18
	1993	13	67	22

TABLE 8

MATHEMATICS - GRADE 5

Ethnic Composition	Year	Basic	Proficient	Advanced
American Indian	1991	38	58	4
	1992	35	61	4
	1993	33	62	5
Asian/Pacific Islander	1991	20	64	16
	1992	16	63	21
	1993	18	62	20
Black	1991	38	56	7
	1992	39	55	6
	1993	42	50	8
Hispanic	1991	42	54	4
	1992	40	56	4
	1993	42	54	4
White	1991	21	67	12
	1992	17	69	14
	1993	19	65	16

TABLE 9

MATHEMATICS - GRADE 8

Ethnic Composition	Year	Basic	Proficient	Advanced
American Indian	1991	43	53	4
	1992	27	66	7
	1993	29	64	7
Asian/Pacific Islander	1991	22	56	22
	1992	16	66	28
	1993	14	58	28
Black	1991	51	43	6
	1992	50	43	7
	1993	48	43	9
Hispanic	1991	44	51	5
	1992	28	63	9
	1993	37	56	7
White	1991	22	64	14
	1992	14	65	21
	1993	14	66	20

TABLE 10

MATHEMATICS - GRADE 11

Ethnic Composition	Year	Basic	Proficient	Advanced
American Indian	1991	55	41	4
	1992	47	48	5
	1993	56	40	4
Asian/Pacific Islander	1991	32	56	12
	1992	31	55	14
	1993	32	54	14
Black	1991	60	46	4
	1992	56	41	3
	1993	57	39	4
Hispanic	1991	53	44	3
	1992	47	47	6
	1993	53	41	6
White	1991	31	58	11
	1992	27	60	13
	1993	33	54	13

Survey Results in Reading

The 1993 survey results were very similar to those of 1991 and 1992. Because of limited space only a few of the questions are highlighted in this report. For example, when asked to respond to, "I am good in mathematics" over 85 percent of the 3rd and 5th grade students responded "true or sort of true" and only about 69 percent of the 11th grade students did.

Similarly, when asked to respond to "Do you like mathematics?" about 80 percent of the elementary students agreed "some or a lot" while only about 64 percent of the 11th grade students did.

Background on Writing Assessment

The writing assessment involves the scoring of an original piece of writing for each student (grades 3, 5, 8 and 11). The students are allowed 45 minutes on each of three consecutive days to produce and edit a final piece of writing. Only the final draft of their writing is scored. Students are assigned a score of 1, 2, 3, 4 or 5 in each of six areas; ideas/content, organization, voice, word choice, sentence fluency and conventions. A score of three is considered to have a balance of strengths and weaknesses.

Each piece of writing is scored by two independent raters with discrepancies referred to a third rater for resolution. The results are presented as the percentage of students who received a particular score (1-5) for each writing trait. In 1991 all students in grades 3, 5, 8 and 11 participated in the writing assessment. However, due to budget reductions only grade 3 and 8 participated in 1992 while grades 5 and 11 participated in 1993.

Present Evidence in Writing

Again in 1993 (as in 1991 and 1992) there is evidence that Oregon students are strong writers. The performance of the 11th grade students, in particular, is noticeably improved from the last assessment in 1991.

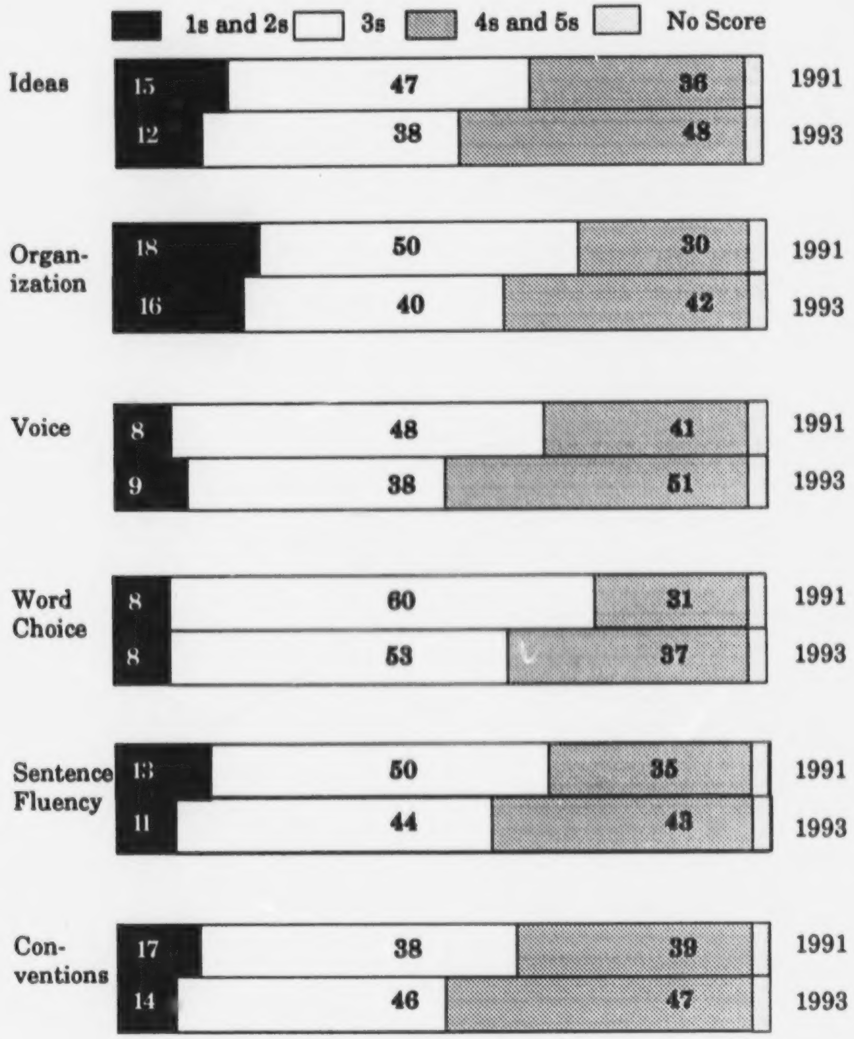
TABLE 11

PERCENTAGES BY TRAITS - GRADE 11

	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Year
No Score	1.9						
	1.9						
1	0.9	1.1	0.3	0.2	0.7	1.6	1991
	0.8	1.2	0.4	0.3	0.6	0.9	1993
2	14.6	17.1	8.1	7.7	11.8	15.2	1991
	11.4	14.7	8.3	7.2	10.5	13.0	1993
3	46.8	49.6	48.5	59.8	50.3	42.7	1991
	38.2	40.4	38.5	53.1	43.8	36.8	1993
4	29.2	25.2	34.1	25.4	30.0	33.0	1991
	35.9	32.7	38.1	30.3	34.9	37.5	1993
5	6.5	6.2	7.1	5.1	5.4	5.5	1991
	11.7	9.1	12.8	7.1	8.3	9.9	1993
1s and 2s	16.5	18.2	8.4	7.9	12.5	16.8	1991
	12.2	16.9	8.7	7.5	11.1	13.9	1993
3s	46.8	49.6	48.5	59.8	50.3	37.9	1991
	38.2	40.4	38.5	53.1	43.8	46.6	1993
4s and 5s	35.7	30.4	41.2	30.5	35.4	38.5	1991
	47.6	41.8	50.9	37.4	43.2	47.4	1993

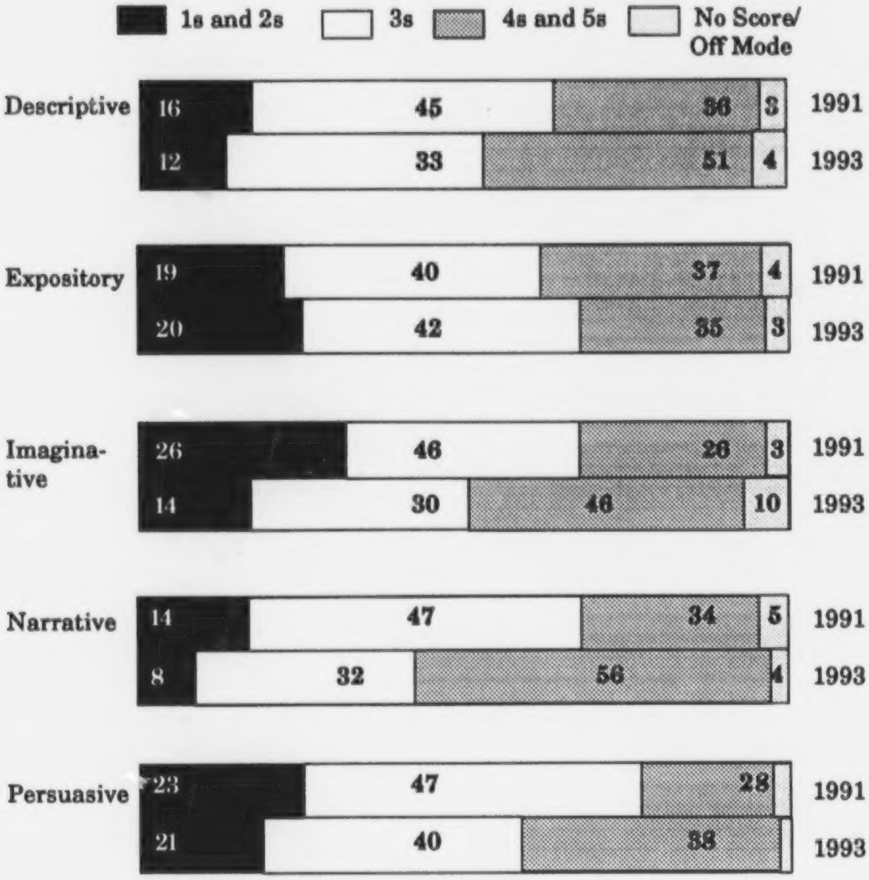
The percentage of students in the 11th grade scoring a 4 or a 5 (on a 5 point scale) increased (seven to nine percentage points) in all six areas of writing traits which were assessed.

PERCENTAGES BY TRAITS - GRADE 11



The 11th grade students also seem to have improved dramatically (fifteen percentage points or more) in the areas of Descriptive, Narrative and Imaginative writing while maintaining strong performance in Expository and Persuasive writing.

PERCENTAGES BY MODES - GRADE 11



The percentage of students in 5th grade scoring a 3 or higher (on a 5 point scale) is about the same as in the last assessment in 1991 but there are fewer 5th grade students scoring a 4 or 5 in the writing traits of Word Choice, Sentence Fluency and Conventions.

TABLE 12

PERCENTAGES BY MODES - GRADE 11

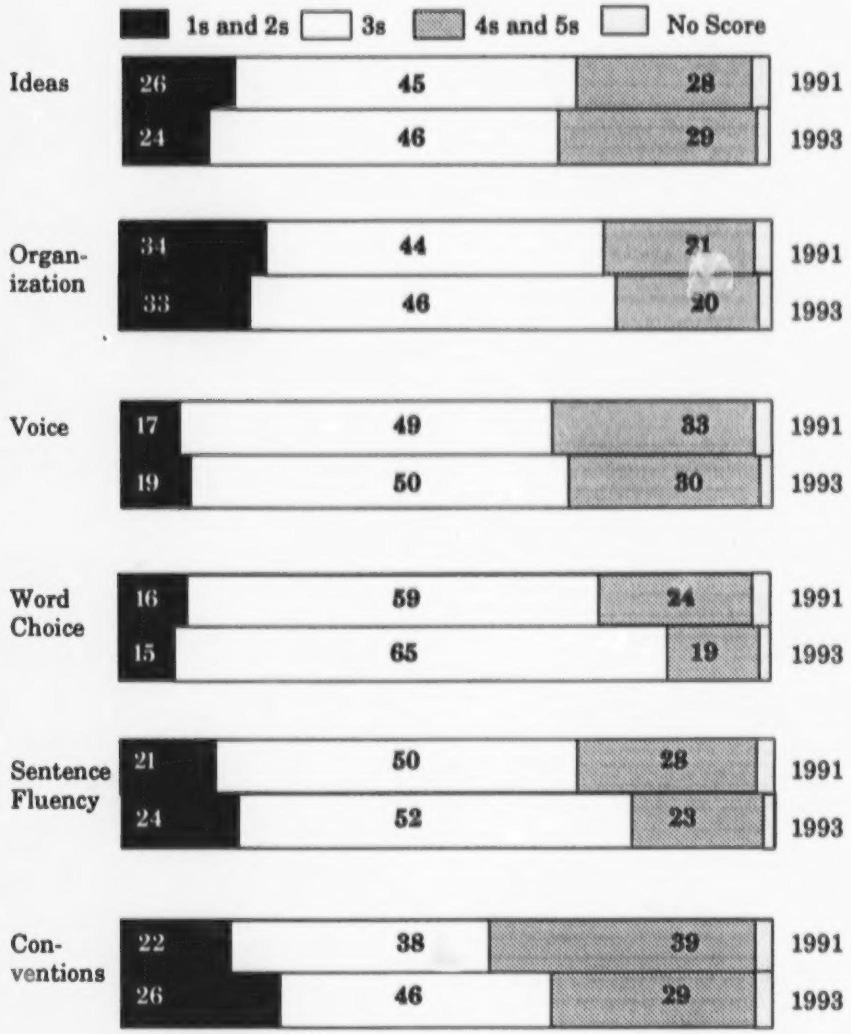
	Descriptive	Expository	Imaginative	Narrative	Persuasive	Year
No Score/ Off Mode	2.7	4.1	2.6	4.9	2.1	
	4.1	2.5	9.6	4.2	1.2	
1	1.5	2.6	3.0	1.6	1.9	1991
	1.3	2-1	2.1	0.7	2.3	1993
2	14.4	15.9	23.0	12.3	20.6	1991
	10.3	18.1	11.6	6.9	18.5	1993
3	45.1	40.0	45.5	46.8	47.2	1991
	33.1	42.4	30.2	31.8	39.7	1993
4	29.2	29.0	21.3	27.4	23.6	1991
	36.8	27.5	31.5	38.9	29.4	1993
5	7.2	8.4	4.6	7.0	4.6	1991
	14.4	7.4	14.9	17.5	8.8	1993
1s and 2s	15.9	18.5	26.0	13.9	22.5	1991
	11.6	20.2	13.7	7.6	20.8	1993
3s	45.1	40.0	45.5	46.8	47.2	1991
	33.1	42.4	30.2	31.8	39.7	1993
4s and 5s	36.4	37.4	25.9	34.4	28.2	1991
	51.2	34.9	46.4	56.4	38.2	1993

TABLE 13

PERCENTAGES BY TRAITS - GRADE 5

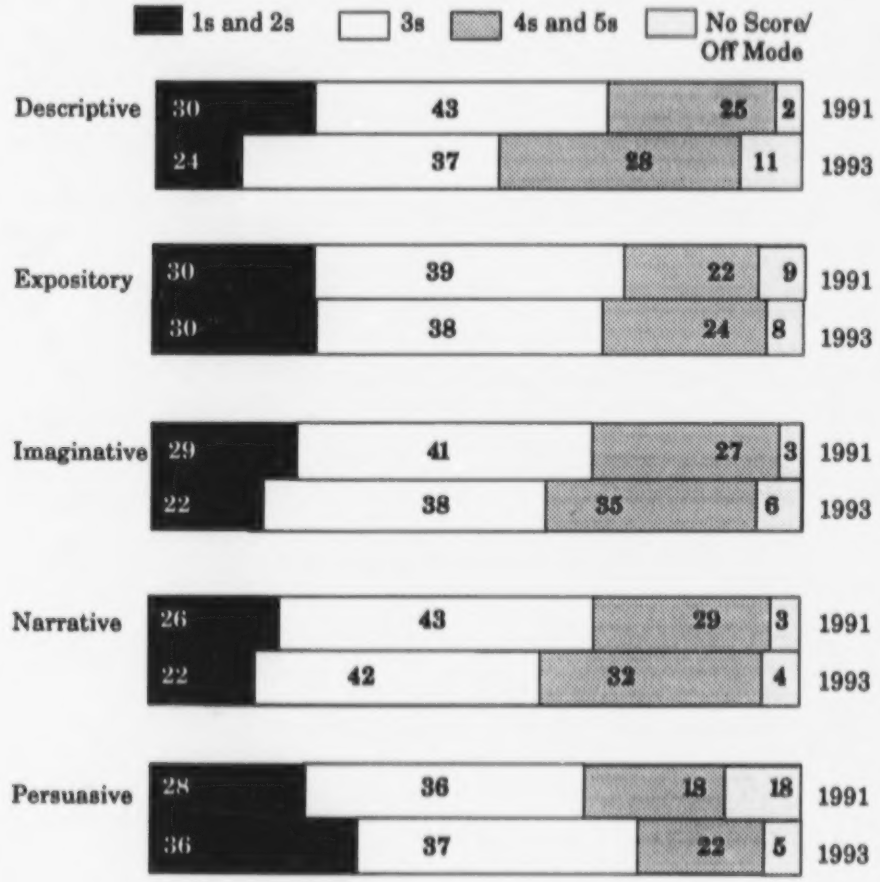
	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Year
No Score	1.3						
	1.1						
1	2.8	3.9	1.2	0.9	1.7	3.3	1991
	1.8	3.0	1.3	0.8	1.6	2.4	1993
2	22.9	29.6	15.9	14.8	18.9	18.7	1991
	22.0	29.7	17.8	14.5	22.4	23.7	1993
3	44.8	44.1	48.7	58.5	49.6	37.9	1991
	46.1	45.8	49.7	64.4	51.8	45.6	1993
4	23.5	17.9	27.8	21.2	24.4	29.9	1991
	24.4	17.7	25.9	16.9	20.2	23.5	1993
5	4.7	3.2	5.1	3.3	4.1	8.8	1991
	4.5	2.7	4.1	2.3	2.8	3.8	1993
1s and 2s	25.7	33.5	17.1	15.7	20.6	22.0	1991
	23.8	32.7	19.1	15.3	24.0	26.1	1993
3s	44.8	44.1	48.7	68.5	49.6	37.9	1991
	46.1	45.8	49.7	64.4	51.8	45.6	1993
4s and 5s	28.2	21.1	32.9	24.5	28.5	38.7	1991
	28.9	20.4	30.0	19.2	23.0	27.3	1993

PERCENTAGES BY TRAITS - GRADE 5



The scores in the area of Organization for both 5th grade and 11th grade students continues to be relatively low. Student performance in this trait continues to be lower than on all other writing traits assessed. Similar patterns have appeared in previous writing assessments in the 3rd and 8th grades as well.

PERCENTAGES BY MODES - GRADE 5



The 5th grade students also seem to have improved in the areas of Descriptive and Imaginative writing.

TABLE 14

PERCENTAGES BY MODES - GRADE 5

	Descriptive	Expository	Imaginative	Narrative	Persuasive	
NO score/ Off Mode	2.4	8.7	3.1	3.2	17.9	
	11.0	7.5	5.8	3.5	6.1	
1	4.3	5.4	4.9	3.8	5.9	1991
	4.1	4.9	3.1	3.0	6.6	1993
2	25.8	24.7	23.8	21.9	22.6	1991
	20.2	24.8	18.5	18.9	29.8	1993
3	43.1	39.4	40.7	42.6	35.9	1991
	36.6	38.5	37.6	42.4	37.2	1993
4	20.4	18.1	22.4	22.6	14.7	1991
	22.2	20.1	27.1	25.6	17.8	1993
5	4.0	3.7	5.2	6.0	3.0	1991
	5.9	4.3	8.0	6.5	3.6	1993
1s and 2s	30.1	30.1	28.7	26.7	28.5	1991
	24.3	29.7	21.6	21.9	36.4	1993
3s	43.1	39.4	40.7	42.6	35.9	1991
	36.6	38.5	37.6	42.4	37.2	1993
4s and 5s	24.4	21.8	27.6	28.6	17.7	1991
	28.1	24.4	35.1	32.1	21.4	1993

Survey Results in Writing

Because of limited space only a few of the questions are highlighted in this report. When asked to respond to the question, "How much do you usually like to write?" about 73 percent of the 5th grade students responded "very much or somewhat" while about 69 percent of the 11th graders did.

Other Survey Results

The 1993 survey results were generally very similar to those of 1991 and 1992. The survey results indicated that over a third of the secondary students (35 percent of 8th grade students and 41 percent of 11th grade students) skip breakfast three or more times a week or more and nearly half (41 percent of 8th grade students and 48 percent of 11th grade students) skip lunch twice a week or more.

Two out of three of the 11th grade students sleep seven hours or less and one out three 11th grade students work eight hours or more a week (not counting weekends or vacations).

The Future of the Oregon Statewide Assessment Program

The Department of Education implemented the first statewide assessment of the Essential Learning Skills and the Common Curriculum Goals beginning with the 1990-91 school year. Under the new assessment program all students in grades 3, 5, 8 & 11 were to be assessed annually on the Essential Learning Skills. In addition, on a rotating schedule students in these four grades were to be assessed in the Common Curriculum Goals (CCG). The assessment program was designed to assist schools & districts to conduct evaluations of their instructional programs and to provide information to the public and to policy makers.

The 21st Century Schools legislation introduced the Certificate of Initial Mastery and the Certificate of Advanced Mastery. These new assessments focus on individual students and their level of proficiency. It also incorporates a portfolio of evidence approach to collecting student work. The challenge for the future will be to develop the new portfolio system and integrate (where possible) these two different assessment systems which serve very different purposes and audiences.

GRADUATE FOLLOW-UP STUDIES

Very little consistent data exists on follow-up of Oregon high school graduates. The information that is available is collected through studies and surveys with no follow-up on the need for change to improve the system. Significant planning is needed to address this issue.

The Department of Education collects and reports information on total number of students and numbers of students graduating. This data gives a base on which to begin graduation follow-up study.

Total Number of Students

	Enrolled (October 1)	In Grade 12	Graduated
1989	472,394	30,473	26,903
1990	484,652	29,693	25,564
1991	498,614	30,321	24,702
1992	476,522	29,447	25,300

Data collected and published in 1990 by the Oregon College Board Guide to High Schools included information about post secondary graduate plans by graduating students. This data does not reflect a statewide total but does give a view of what plans students had at the time of graduation.

34.00% plan to attend four-year college
23.75% plan to attend two-year college
4.80% plan to attend vocational/technical institution
5.80% plan to join military
26.90% plan to work
4.70% other

Information considered to be of value but not available at this time includes: (1) number of high school graduates attending both Oregon and non-Oregon colleges and universities; (2) number of Oregon graduates starting and completing a post secondary program; (3) follow-up on students not completing the program.

The Carl Perkins reporting requirements of graduates enrolled in professional technical education programs and the Workforce Quality Council development of a Shared Information System will be implemented in and provide information for the 1993-94 school year.

For the class of 1992, 72 percent of the students graduated in four years. This percentage has held steady over the last five years. The percentage of students completing four years of high school was 77. The additional five percent are students who stayed in school all four years but were short of diploma requirements at the end of the fourth year.

That a student does not earn a diploma in four years does not mean the student will never earn one. Many of these students complete their diploma requirements over the summer or return in the fall as 5th year seniors. Data from the Census Bureau shows that non-graduates continue their efforts to earn diplomas.

The 1990 Census shows that 82 percent of Oregon's population (78.4% nationally) age 25 and above has attained a high school diploma. *The Current Population Report for 1992*, (published by the Census Bureau) shows that in the 25-34 age group, diploma attainment is 86.1 percent. Projecting this proportion to Oregon's Census data, would indicate that nearly 90 percent of Oregon's population attains a high school diploma by age 34.

Oregon has had a formal dropout count since 1988-89, which shows a downward trend in each year. A dropout is basically defined by statute as a student who withdraws from school without receiving a high school diploma or alternative award. Districts provide a variety of information on each student, so dropouts can be described by several characteristics.

- The dropout rate for Hispanic students is more than double the overall statewide rate, and the dropout rate for Black students is 56 percent higher than the overall rate.

- Students have a slightly higher likelihood of dropping out of larger high schools.

- Most dropouts were significantly deficient in credits, with only 21 percent having enough credits to graduate on schedule.

- A high proportion of dropouts (37 percent) were enrolled in the school district one year or less.

- Students, almost all of whom were no-shows from the previous term, have a higher likelihood of dropping out in early fall.

- Reasons for dropping out most often cited by school personnel include non-attendance, lack of motivation, lack of credits, lack of achievement and lack of a stable home situation.

The dropout reporting system has been a catalyst for high schools to begin or augment dropout prevention programs. We expect dropout rates to fall in the future, with a corresponding increase in graduation rates.

The National Center for Education Statistics (NCES) established a uniform nationwide dropout reporting system in 1991-92. Each state will report its 1991-92 dropout data to NCES in March 1993, and NCES will publish the first uniform state-by-state dropout rates in November 1993. Oregon's dropout reporting system was designed with the national system in mind. Its data is comparable to national reporting requirements.

SCHOLASTIC APTITUDE TEST (SAT) RESULTS

Background

The Scholastic Aptitude Test (SAT) is designed to measure verbal and quantitative (mathematical) skills that are related to academic performance in college. This test is developed and administered by the College Board. The SAT is a voluntary test but scores are often required as part of an application to many colleges and universities. The scores on the SAT are intended to help predict the college academic performance of individual students. The SAT is a 2 1/2 hour, multiple-choice test. Student performance on the SAT is reported on a scale of 200 to 800.

A similar test is developed and administered by the American College Testing (ACT) in Iowa City, Iowa. Because relatively few Oregon students take the ACT exam, no data on the ACT exam has been provided in this report.

Present Evidence

In 1993, for the third year in a row, Oregon students ranked first among the 23 states with at least 40 percent participation in the SAT program. College bound Oregon students' math scores averaged 492, a 6 point increase from the previous year. On the verbal test the Oregon average was 441, up 2 points from 1992. The percentage of Oregon students taking the test rose one point, from 55 to 56 percent. Nationwide, the math average was 478, up 2 points, while the verbal score was 424, up 1 point.

In 1991, Oregon moved from second to first among the 23 states that had at least 40 percent of their high school seniors take the Scholastic Aptitude Test, and continued to hold that position in 1992. The average verbal score for Oregon students was 431 in 1981 and rose to 444 in 1986 and 1987. In recent years the average verbal score has stabilized at about 439. The national average verbal score in 1981 was 424, rose to about 430 in 1986 and in recent years has leveled off at about 423.

The average Oregon mathematics score in 1981 was 469 and has consistently been in the mid-480s range for the past several years. The national average mathematics score in 1981 was 466 and has been steadily in the mid-470s in recent years.

> For the third year in a row, Oregon's college-bound students have shown increases in both verbal and math scores, and have maintained their number one ranking among the 23 states in which at least 40 percent participated.

The average percentage of Oregon high school graduates who took the SAT has climbed steadily in recent years. For example, in 1982 only 42 percent took the SAT exam while in 1990 that number had risen to 49 percent. In 1991 and 1992 nearly 55 percent of the high school graduates participated. According to the College Board, which administers the SAT, scores usually drop when a higher percentage of students participate.

Both nationally and in Oregon males tend to score slightly higher than females in verbal skills and substantially higher in mathematics. The following tables summarize the national and Oregon scores as well as the score for Oregon males and females.

Scholastic Aptitude Test (SAT) Results

	Verbal		Mathematics	
	Oregon	National	Oregon	National
1993	441	424	492	478
1992	439	423	486	476
1991	439	422	483	474
1990	439	424	484	476
1989	443	427	484	476
1988	441	428	482	476
1987	444	430	484	476
1986	444	431	486	475
1981	431	424	469	466

Scholastic Aptitude Test (SAT) Results by Gender

	Verbal (Oregon)		Mathematics (Oregon)	
	Male	Female	Male	Female
1993	442	441	518	468
1992	442	436	511	464
1991	441	436	507	461
1990	443	435	509	461
1989	447	438	509	462
1988	446	436	505	460
1987	448	441	512	459
1986	448	441	513	461

STUDENT PARTICIPATION IN PROGRAMS/ SERVICES

REGULAR AND ADVANCED PROGRAMS

Background

Statewide course enrollment data has been gathered since Fall 1991. As a part of the annual Fall Survey, schools with secondary students currently provide this information for mathematics, computer science and science courses. The course categories are from a general set used in a biennial nationwide survey by the Council of Chief State School Officers (CCSSO), and thus facilitate state comparisons with national findings. The most current available national data is from 1990.

Present Evidence

At the middle/junior high school level, over 95 percent of the students continue to enroll in at least one math class in each of the 7th and 8th grade years. In science, about half of the students enroll in general, life and earth science courses, and slightly over one quarter enroll in physical science. There is no way to determine from available data how much overlap (students taking more than one of the courses) there is among these courses.

Based on the Fall 1992 survey, enrollments are up in nearly all courses. More than 8 in 10 high school students (82%) are projected to enroll in the first level of formal mathematics (e.g., Algebra 1). This estimate is up by 10 percentage points from the Fall 1991 estimate reported last year. The percentage of students projected to complete the formal math sequence through calculus (Level 5) is about 1 in ten, the same as reported for last year. About one-fourth of the students enroll in the entry level computer science course, and 7 percent continue to advanced courses in this area. In science, nearly all students enroll in first year biology, while about 12 percent continue to the advanced level. Enrollments in first year chemistry, physics and earth science drop off to 42 percent, 20.5 and 16 percent, respectively; these latter estimates are up 1-6 percentage points from last year.

Gender Distributions

In the Fall 1992 survey, sufficient numbers of schools included gender information for their course enrollments to permit analysis. Gender distributions in middle school mathematics courses are quite close to 50:50. The same is true for high school mathematics in all but the most advanced courses where the ratios are about 55 male:45 female. A plausible explanation for this phenomenon lies in the state's recent emphasis on a graduation requirement for 2 years of formal mathematics including Algebra I plus an additional course of equal or greater complexity. This should be welcome news for those concerned about the involvement of female students in formal mathematics instruction.

In mathematics, gender distributions are near 50:50 at all levels except calculus; the same holds for biology and beginning chemistry. However in advanced chemistry, both levels of physics and all computer science courses, males outnumber females by substantial margins.

In computer science and physical science courses, the picture is not so encouraging. For computer science at the middle school and beginning high school levels, males out number females 55:45 and 58:42, respectively. The gap widens at the advanced levels to 70:30.

In the physical sciences, genders are well balanced for both beginning and advanced (Advanced Program) biology. Again, however, in advanced chemistry and both beginning and advanced physics, males outnumber females by substantial margins.

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National Comparisons

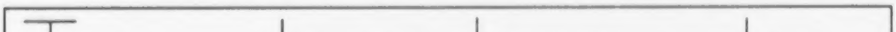
In Algebra I, the beginning level, Oregon has gained about 10 percentage points, which places slightly above the 1990 national enrollment average, while for the two more advanced mathematics levels and all three levels of science courses, Oregon enrollment is about the same or slightly above the national average.

Data published in 1990 by the Council of Chief State School Officers was reported last year to provide comparisons between Oregon and national patterns of enrollment in certain key high school mathematics and science courses. While new national data was not available, new Oregon enrollment percentages have been added to the graph to show trends from the previous patterns. The graph shows Oregon's 1992 and 1991 enrollment projections (in parentheses) compared to states with the highest and lowest enrollment percentages, and to the overall national average, for beginning, middle and advanced level courses. In Algebra I, the beginning level of mathematics in these comparisons, the Oregon survey indicates that the enrollment rate, currently 82%, approximates the 1990 national average (81%). For the other two mathematics levels, and all three levels of science courses Oregon enrollment projections have increased to is about the same or slightly above the 1990 national average.

The Future

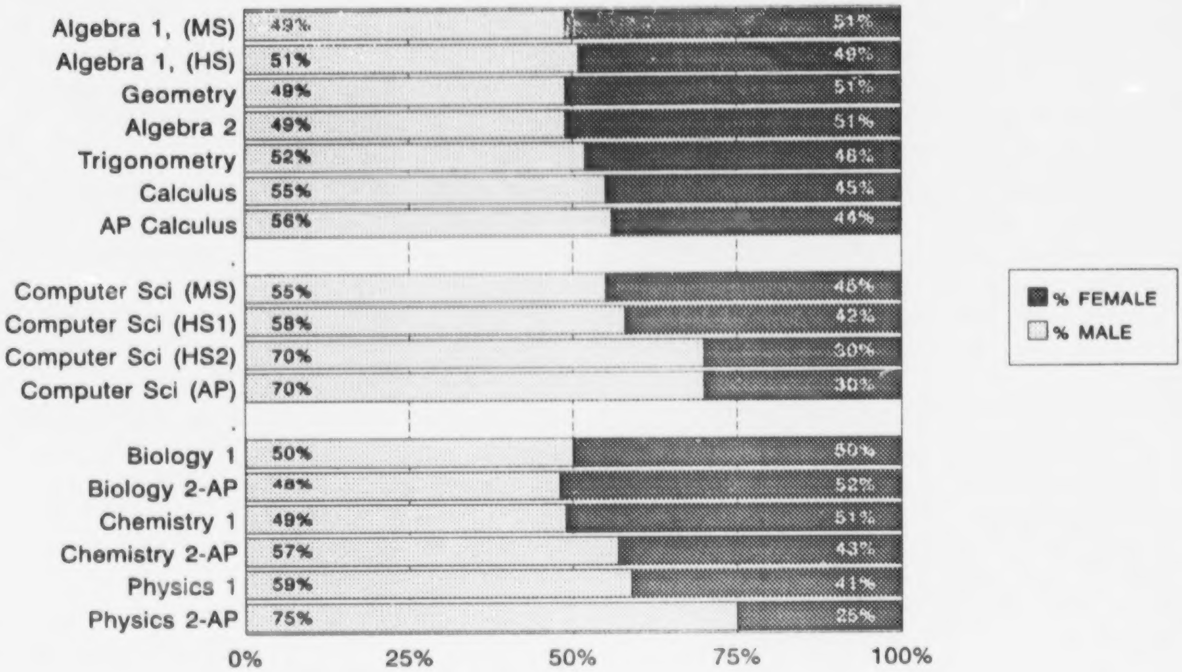
For the second year, Oregon has gathered enrollment data for science and mathematics, and can now begin to examine trends and gender patterns in these areas. However, to complete the picture we still need to begin surveying for comparable data for the several other subject areas (language arts, social sciences, music, arts, health, physical education), and for the lower grade levels. We also need to further examine gender and racial/ethnic representation in the various subjects.

Estimated Proportions of High School Students Taking Key Courses in Mathematics and Science



*Oregon percentages in parentheses are from previous year.

Estimated* Oregon Secondary Course Enrollments by Gender



*Estimated from fall enrollment survey returns

SPECIAL EDUCATION PROGRAMS

Special education programs in Oregon provide individualized education plans (IEPs) to children and young adults with disabilities from age 0 to 21. Special education and related services are mandated by the Individuals with Disabilities Education Act (IDEA), PL 101-476, formerly the Education for the Handicapped Act, PL 94-142 (1975). The national Office of Special Education Programs prepares annual reports to Congress containing important information on the input, context and process of special education along with graduation, dropout and special study reports.

The assessment of outcomes in the education of students with disabilities has focused primarily on post school outcomes. According to the National Center on Educational Outcomes (NCEO), however, more specific attempts are needed to assess the educational outcomes of students with disabilities. This section of the Report Card explores aspects of assessing such outcomes.

Special education in Oregon preceded the landmark federal legislation often referred to as PL 94-142. A national right to a free appropriate public education for children with disabilities followed close behind other civil rights legislation. Over the last twenty years schools and school districts have taken increasing responsibility for *all* of the students residing within their boundaries. Today 95 percent of students with disabilities receive their education in public school settings alongside their non-disabled peers. Most of these students attend a school close to their home.

On December 1, 1992 there were 60,422 children with disabilities age 0 through 21 receiving special education and/or related services in Oregon. There were 2,332 preschool children from age 0 through 4. The table below displays the total population of special education students reported on the December 1991 and 1992 child counts and shows the breakdown ror school-age and preschool children.

Special Education Annual Child Count
December 1, 1991 and 1992
Breakdown by Age Group

Age Groupings	1991	1992
0-5 years	3,943	4,222
6-21 years	52,759	56,200
Totals	56,702	60,422

There were 51,930 school-age children with disabilities ages 6 to 21 attending public school districts in Oregon in 1991 and there were 56,200 school age children with disabilities in 1992. Approximately 81 percent, 42,734 of these students in 1991 and 45,522 in 1992, have mild disabilities and are expected to meet the same benchmarks as their nondisabled peers, when provided with special education and related services. These students come to school with the ability to meet Oregon's education goals for the 21st Century and with unique learning challenges.

National Comparisons

Approximately 10.5 percent of Oregon's school-age population receive special education services in public schools. The table on the next page compares Oregon with other states whose proportion of special education students ages 5 to 17 is similar to Oregon's.

Proportion of Students in School Districts Receiving Special Education
Age 5 to 17

States	General Ed	Special Ed (IDEA/Ch1-SOP)	Percent in Special Ed
Iowa	478,734	52,157	10.89
New Mexico	284,438	30,902	10.86
Indiana	958,350	102,491	10.69
Nebraska	270,389	28,715	10.62
Oklahoma	580,000	60,672	10.46
Oregon	**472,394**	**49,191**	**10.41**
Minnesota	692,100	71,851	10.38
North Carolina	1,078,153	111,572	10.35
South Dakota	127,115	13,019	10.24
New York	2,572,500	260,137	10.11
New Hampshire	167,386	16,795	10.03

Source: *State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities*, University of Minnesota. This report is produced by the National Center on Educational Outcomes in collaboration with St. Cloud State University and the National Association of State Directors of Special Education (NASDE).

In their report on State Special Education Outcomes, the National Center on Educational Outcomes addresses state-level assessment of achievement. There are three major findings of the center in this area:

- State-level outcomes information is generated most often from large-scale general education assessments in which students with mild disabilities may participate, but the extent to which they participate is uncertain.
- Most states in which students with disabilities participate in academic achievement assessments do not report the data on these students.
- Despite state-level guidelines on who may be excluded from assessments and how to make testing accommodations for students with disabilities, variations in participation suggest that there is inconsistent implementation of the criteria.

These findings support a recent review of participation in statewide achievement testing for students with disabilities. Participation in the 1992 Oregon Statewide Assessment conducted in October 1992 provided unclear results regarding participation. The following table displays special education participation rates in the statewide assessment activity in reading. Although most students in Oregon participated in the assessment, it is impossible to know from existing data about the level of participation for students with disabilities.

1992 Oregon Statewide Assessment
Special/General Education Figures Over Two Years
Participation in Reading

	Grade 3		Grade 5		Grade 8	
	Oct-91	Oct-92	Oct-91	Oct-92	Oct-91	Oct-92
General Education						
General Education Enroll.	41,340	41,421	39,838	41,926	38,201	41,926
Tested in Reading	37,533	37,410	37,163	38,681	34,646	38,681
Percent tested	90.79	90.32	93.29	92.26	90.69	92.26
Special Education						
Projected Spec Educ Enroll.	5,404	5,692	5,609	6,021	4,226	4,547
Actual Spec Educ Modified	725	1,072	501	871	271	357
Percent of Spec Educ	13.42	18.83	8.93	14.47	6.41	7.85

The Future

> Over the next five years Oregon needs to develop a clear picture of the performance of students with disabilities on outcome indicators.

A significant number of students with mild disabilities already are included to some extent in state assessments of academic achievement. But the usefulness of the assessment data is diminished by inconsistent inclusion decisions, variable accommodation guidelines and limited attention to evaluations of the performance of students with disabilities.

Over the next five years Oregon needs to develop a clear picture of the performance of students with disabilities on outcome indicators. Initially Oregon must address the participation of students with disabilities in statewide assessment efforts. Once students with disabilities are adequately represented in state assessment activities the Oregon Department of Education can begin to examine their level of performance on outcome indicators.

OREGON PREKINDERGARTEN PROGRAM

Purpose of the Program

The Oregon Legislature established the Oregon Prekindergarten Program (OPP) in 1987 to provide a preventive approach to meeting the needs of low-income, three- and four-year-old children. The comprehensive social, health and educational services are designed to better prepare children to meet the demands that will face them in school and in later life. The Oregon Prekindergarten Program requires that no less than 10 percent of enrollment opportunities in each OPP must be available for children with disabilities and that services must be provided to meet their special needs.

> Comprehensive education and social services for eligible 3 and 4 year olds.

The Early Childhood Initiatives Advisory Committee has representatives from parent groups, education, child care, social and health services. This committee advises the Superintendent, Commissioner of Community Colleges and the State Board on matters related to the program.

Any non-sectarian organization is eligible to apply for grant funds through the program to establish and maintain new or expanded prekindergarten programs.

The OPP is administered within the Oregon Department of Education, Office of Student Services. Two full time early childhood specialists operate the application and grant program, provide technical assistance to local programs and oversee the evaluation of the OPP. The early childhood specialists work closely with early childhood special education staff to coordinate services for students with disabilities.

Prekindergarten programs served 2,248 children (and their families) in 1992-93. The following listing of Oregon programs shows the number of students in each OPP program, the program cuts and new numbers for 1993-94. Program cuts are due to rising program costs and biennium budget limitations. In collaboration with federal Head Start, 6,123 eligible three- and four-year-old children will be served in 1993-94.

Prekindergarten programs such as the OPP have been shown to be especially effective in preventing problems. Research confirms and common sense tells us that preventing problems is more cost effective than remediating them.

Oregon Prekindergarten Programs - 1992-93

PROGRAM	WAS (1992-93)	CUT	NEW NUMBERS (1993-94)
Albina	120	32	88
Children's Learning Center	51	0	51
Clackamas Children's Comm.	140	30	110
Clackamas ESD	75	0	75
Columbia-Pacific	18	18	0
Deschutes-Crook	112	21	91
Eastern Oregon State College	15	0	15
Family Head Start	134	37	97
(Harney County)	64	4	60
Kidco	114	23	91
Klamath Family Head Start	60	0	60
Lane County Head Start	160	40	120
Malheur Co. CDC	60	6	54
Mid-Columbia	20	20	0
MIC	80	0	80
Mt. Hood C. C.	184	30	154
Neighborhood House	54	0	54
OSU	32	0	32
PPS	136	0	136
Salem/Keizer SD	55	0	55
South Coast	145	31	114
Southern Oregon	88	36	52
Sunshine Children's Center	24	0	24
Tri-County	40	0	40
Umatilla-Morrow	68	0	68
UCAN	37	19	18
Washington Co.	126	8	118
Yamhill	36	2	34
TOTALS	**2,248**	**357**	**1,891**

The federal Office of Management and Budget (OMB) 1993 poverty level guidelines for a family of four allows an upper income limit of $14,350. The 1990 census shows 19.7 percent or 16,261 of Oregon's 82,541 three- and four-year-olds live below the poverty level. OPP and federal Head Start programs combined serve approximately 36 percent of them. The OPP allows programs to serve up to 20 percent of over-income families and Head Start allows up to 10 percent of over-income families.

Continuing major issues are:

1. Lack of resources to serve all eligible children.
2. Lack of adequate resources to maintain quality through training, technical assistance and program evaluation.
3. Poor staff salaries (the average teacher earned less than $7.25/hour in 1991-92).
4. Limited eligibility criteria (e.g., children of the working poor, families earning between 100 percent and 150 percent of poverty could benefit but do not have access).

The Head Start Collaboration Project

Collaboration: Joining resources to serve children and families.

Great strides have been made in coordinating Head Start.

- Head Start/OPP collaboration with child care for child care wraparound models. Pilots are available to guide planning.
- Head Start collaboration with public schools for transition of preschool age children and families into public schools. Five pilot projects are available to guide planning.
- Intergovernmental agreement between Region X Head Start and Department of Education for Oregon Prekindergarten and federal Head Start collaborative systems.
- Partnership paper between Early Intervention and Head Start with local collaborative agreements finalized.

Estimated Eligible Three- and Four-Year Olds Served and Unserved by Head Start and Oregon Prekindergarten Programs - 1992-93

	Federal Head Start	State OPP	Other	Total Served	3-4 Population	Poverty Rate	Eligible 3-4	Number Unserved	Percent Served	Percent Unserved
State Total	3,830	2,248	45	6,123	87,200	19.7%	17,178	11,055	36%	64%

Together for Children

Together For Children (TFC), is Oregon's state-funded parent education program. There are currently three TFC projects: "Birth-to-Three," Lane County; Central Oregon Community College, Jefferson, Crook and Deschutes Counties; and Crisis Intervention, Jackson County.

TFC enhances parents' abilities to foster success.

Each TFC program works in the local community collaborating with appropriate agencies and delivering services to meet the needs of children and families. The programs share the following common elements:

- Services targeted to families with at-risk children between the ages of 0-8.
- Focus on family strengths rather than deficits.
- Strong collaborative efforts between different community agencies serving families (e.g., schools, social services, community colleges, Head Start/OPP and health agencies).
- Integration of at-risk families with the general population.
- Cultural sensitivity and a multicultural approach.

Over 1,000 families are served in the TFC program.

For the 1991-93 biennium, $513,686 was funded and over one thousand families were served in the Together For Children programs. For the 1993-95 biennium, $550,000 is budgeted. Each program is committed to meet the local financial challenge and continue the high quality of service within each community.

EARLY CHILDHOOD EDUCATION

Early childhood education is the cornerstone of school reform. It is the building block upon which all other state educational programs will rest. The Reform Act requires the Department of Education to develop model early childhood programs and to study developmentally appropriate non-graded primary programs.

The first National Education Goal says that by the year 2000 all children in America will start school ready to learn. The Oregon Progress Board has identified a lead benchmark that parallels the first National Education Goal (addressing readiness to learn) and has contracted with Northwest Regional Educational Laboratory to evaluate progress toward meeting the goal. That evaluation, called the Early Childhood Evaluation Project, will provide valuable information regarding children and readiness.

Oregon has shown leadership in school readiness by basing the Oregon Prekindergarten Program on proven federal Head Start performance standards and by continuing to expand the number of children eligible for Head Start services. Meeting the nation's goal of school readiness for all children and the state's goal of the best educated citizens in the nation by the year 2000 will require comprehensive, early childhood services to young children and their families.

Meeting state educational and school reform goals requires early childhood improvement programs to assist public schools in providing programs designed to improve educational services for children enrolled in grades kindergarten through three.

Optimal Learning for ALL Children

The purpose of the early childhood program is to provide developmentally appropriate learning opportunities for children that match what we know about how children grow and develop with what we know about how children learn. The learning environment must be one that reflects the individual, cultural and linguistic diversity of each student and includes all students.

Early childhood programs include children with special needs in the regular classroom. Some of Oregon's early childhood K-3 programs group children in mixed-age grouping patterns. Several elementary schools are developing transition plans for assisting children and families in their move into public education. Parent involvement and comprehensive social services for children and families are integral to successful early childhood programs.

Early Childhood School Improvement

In 1991-92, ten early childhood programs received grants of approximately $10,000 each to implement developmentally appropriate practices in a non-graded primary model. Each of these schools is at a different level of implementation and continued its early childhood improvement programs during the 1992-93 school year. The Oregon Department of Education worked closely with these programs and provides technical assistance as the programs request it. A final evaluation of these programs will be available January 1994.

A number of Oregon school sites implemented early childhood improvement plans based on concepts in HB 3565. The Early Childhood education staff at Oregon Department of Education provided technical assistance and staff inservice as requested. Several of these sites welcome visitors. Information may be obtained by calling the Early Childhood Education office at the Department.

Policy and Program Issues

The following are policy and program issues:

- How can schools ensure they meet the cultural, linguistic and special needs of students and families?
- What kind of staff training is necessary to implement improved developmentally appropriate primary programs?
- What kind of funding is necessary to ensure high quality early childhood education programs?
- What steps are necessary to collaborate with other social service agencies to increase parental knowledge and access to appropriate services for children and families?
- Developmentally appropriate practices are encouraged. Mixed-age groups may be implemented as one aspect of developmentally appropriate practice.
- Schools are encouraged to provide programs in which the ratio between students and teachers and other trained classroom staff reflects research on early childhood education.

COMPENSATORY EDUCATION PROGRAMS

Compensatory programs provide instructional support services to students who are not achieving at levels expected for their age. Support programs also provide special services to students from migrant families and to students with limited English language proficiency.

Participation by Sex, Age and Minorities

Oregon's schools reported that 76,348 students achieving below the level expected of children their age eligible for compensatory education services. There were 48,459 served, reaching two out of three eligible children. This proportion remains relatively constant.

Traditionally, the number of low achieving males exceeds females at younger ages where compensatory education programs are provided: last year 28,404 were males and 20,599 females.

Children born in 1984, seven-year-olds during the 1991-92 school year, make up the largest single age group. An almost equal number of six and eight year old children were served.

> Minority children are twice as likely to receive compensatory education services...

Minority children are twice as likely to receive compensatory education services as majority children. Of a total of 43,651 compensatory education students served, 8,000 were minority students. Though minorities make up only one in ten of the general school population, one in five students receiving services was a minority child.

There were 25,758 active and settled (i.e., in the same resident school district for past 12 months) migrant certified students served in Oregon's schools. Over $9 million in federal funds was provided to generate services for these students.

> ...10 percent of Oregon children received compensatory help with their education.

Roughly 10 percent of Oregon children receive compensatory help with their education. For the seven-year-old population, where service is most heavily concentrated, almost 9,000 of the 48,000 total (or 18%) are in compensatory education programs. Students receive help with reading almost three times as often as they do with mathematics, the next highest area of service. A large number of students receive help in both reading and mathematics. Some help is provided in spelling and writing.

Types of Assistance

Children with disabilities made up about 10 percent (5,104) of the total served in the program. There were also 2,310 children who had limited proficiency in English served by the compensatory education program.

Parental Participation

> ...participation by parents in parent-teacher conferences.

There has been significant participation by parents in parent-teacher conferences. During the fall term 75% of parents came to school to discuss their child's progress with teachers; during the winter the number dropped to 15%; and during the spring it rose to 47%. Compensatory Education staff contact 52% of parents by phone at some time during the school year. Almost 12% of parents visited schools and observed instruction being provided to their child.

Schoolwide Projects: There are 12 schoolwide projects which allow federal funds to serve all children in the school. To qualify, the school must have an enrollment with a high concentration of children (75%) on free or reduced lunch.

Other Settings

More than 400 students enrolled in private schools received compensatory education services.

Almost 1,600 children placed in group homes by the courts received services, and 90 young people under 22 years old in adult correctional facilities also received compensatory education services.

Staffing

There were 584 full time equivalent (FTE) teachers and 681 (FTE) educational assistants whose salaries were paid totally from federal compensatory education funds. Administrative and clerical support was also provided by these funds.

> ...performance of low achieving children significantly improved.

As a result of services provided, performance of low achieving children significantly improved. The average student entered the program achieving at the 18th percentile in reading and by the end of the year had moved up to the 26th percentile. In mathematics the average child moved from the 19th percentile to the 24th percentile. These data were derived from testing over 13,000 children before and after they received services.

The state provides the Portland Public School District $500,000 in compensatory education funds annually for Portland disadvantaged children. This special fund acknowledges the large population of disadvantaged children in the Portland Public Schools compared with that of the other districts in Oregon.

English as a Second Language (ESL)

Oregon has a growing number of older students with limited previous schooling. They speak only their native language but often cannot read or write it.

There is a growing dispersion of second language students to communities throughout the state. Coupled with that dispersion has been a 60 percent increase in the number of ESL students served in Oregon schools over the past two years to more than 11,000. During that same period the number of districts with more than 100 second language students has tripled from 9 to 27.

The Future

Compensatory programs currently receive most of their funding from federal appropriations which historically have specified the types of programs for which monies could be spent. As of Spring 1993, much of this federal appropriations legislation is scheduled for review and reauthorization. Probably some requirements will be relaxed to provide greater flexibility in integrating compensatory education into the overall educational program.

> ...early childhood instruction, parent involvement, program coordination, staff development and program improvement.

The state has implemented a five year plan with measurable desired outcomes that emphasizes early childhood instruction, parent involvement, program coordination, staff development and program improvement.

ALTERNATIVE LEARNING ENVIRONMENTS

Alternative education programs were defined by the 1987 Legislative session as "...a separate class group designed to assist students to achieve the goals of the curriculum in a manner consistent with their learning styles and needs."

The 1991 Reform Act provided for alternative learning environments to assist students who do not make satisfactory progress toward the benchmarks at grades 3, 5, 8 and 10, including the Certificate of Initial Mastery (CIM) and Advanced Mastery (CAM).

As a result of this mandate, the Alternative Learning Environments Task Force expanded the definition of Alternative Learning Environments in their January 1993 Task Force Report as "additional services and programs for students who are not making satisfactory progress toward the Certificate of Initial Mastery as measured by achievement of the Certificate of Initial Mastery benchmarks according to the yet-to-be developed assessment system, or for students who have requested additional learning options to help them achieve the Certificate of Initial Mastery benchmarks."

> "...a separate class group designed to assist students to achieve the goals of the curriculum in a manner consistent with their learning styles and needs."

Student Information

During the 1992-93 school year, Oregon school districts reported that 29,600 students were provided alternative education services in 330 programs.

Currently, alternative learning environments in Oregon schools provide services to students who are not succeeding in their regular education programs because of erratic attendance or behavior problems.

During the 1992-93 school year, Oregon school districts reported that they provided 29,600 students with alternative education services in 330 programs. These services were delivered in a wide range of alternative learning environments from separate class groups within their regular school to off campus programs and magnet schools. Alternative education providers include the public school, education service districts, registered private alternative education programs and community colleges. Most current alternative education programs are for secondary students.

The Future

The Reform Act makes provision for school districts to submit a plan on or before January 1, 1995 to include options for achieving the Certificate of Initial Mastery through alternative educational programs.

As districts develop this plan, alternative education will evolve from serving only students who are not succeeding because of erratic attendance and behavior problems to serving any student who needs additional support services and alternative learning environments to succeed in school. Districts will develop more learning environments in their communities for all levels of students and more students will be served in a variety of learning environments that meet their learning styles and needs.

> ... alternative education will evolve from serving only students who are not succeeding because of erratic attendance and behavior problems to include any student who needs additional support services.

TALENTED AND GIFTED EDUCATION

Background

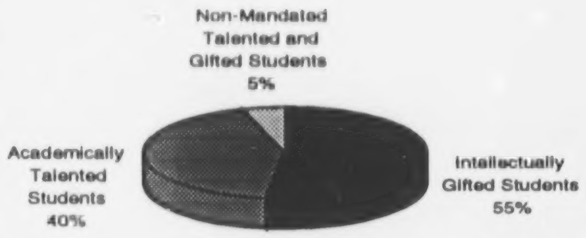
School districts in Oregon began identifying and providing special educational programs and services for talented and gifted students during the 1991-93 biennium. In 1987, legislation passed that school districts develop and implement TAG programs and services by 1990-92.

During the winter of 1992, the Oregon Department of Education surveyed Oregon's school districts to determine the progress of the identification process and to evaluate the costs of the special educational programs and services districts are providing.

Student Information

Two hundred eighty-six school districts identified students for their TAG programs. The three identification categories include an unduplicated count, totaling 39,151 students, as shown in Graph I.

Graph I Ratios of Reported Identified Students



	% of TAG	% of All Students
Intellectually Gifted	55%	4.8%
Academically Talented	40%	3.4%
Non-Mandated	5%	0.5%

1. Intellectually gifted students (55%) — a mandated category of students whose identification includes a measure of high intellectual ability — represents 4.8% of all students.
2. Academically talented students (40%) — a mandatory category of students whose identification includes measures of high performance in subject matter areas — represents 3.4% of all students.
3. Other talents and gifts (5%) — a combination of permissive categories of students including high potential and high performance in creative thinking, visual and performing arts and leadership — represents 0.5% of all students.

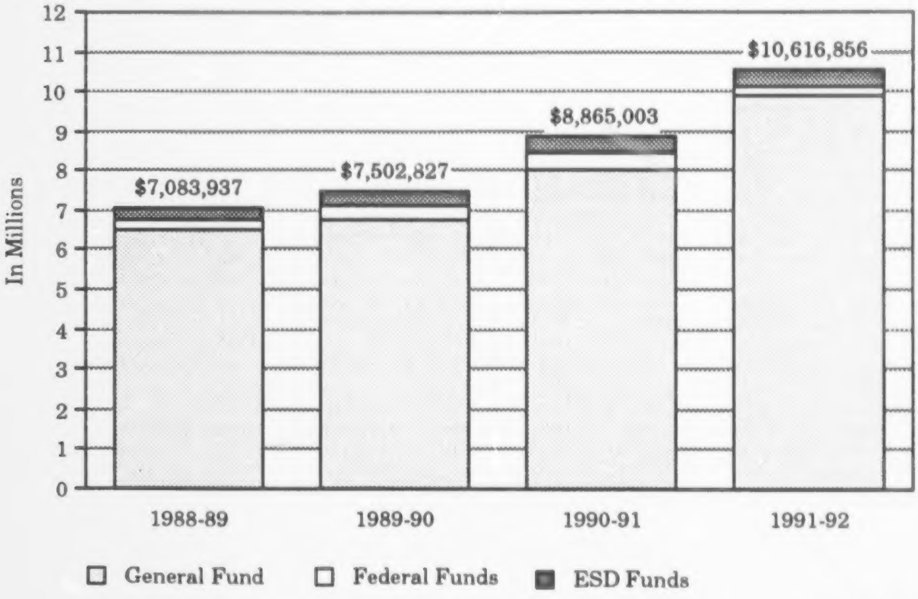
Table 1 and Graph II detail these categories by grade level. Table 1 displays the counts for each category and a total. Because of the low number of students identified in kindergarten, this grade level is not included on Graph II, but the kindergarten counts are included in all of the other data discussed and displayed.

The 286 school districts that reported TAG identification information represent 97% of all school districts and 93% of all students statewide. On average, districts identified **8.2%** of their students as intellectually gifted or academically talented. Additional students identified in other categories resulted in **8.7%** of all students identified as talented and gifted. Based on the reported figures, the statewide total TAG population is estimated between 42,000 and 47,000 TAG students including all three of the identification areas.

Table 1 - Identified Students by Grade and Category

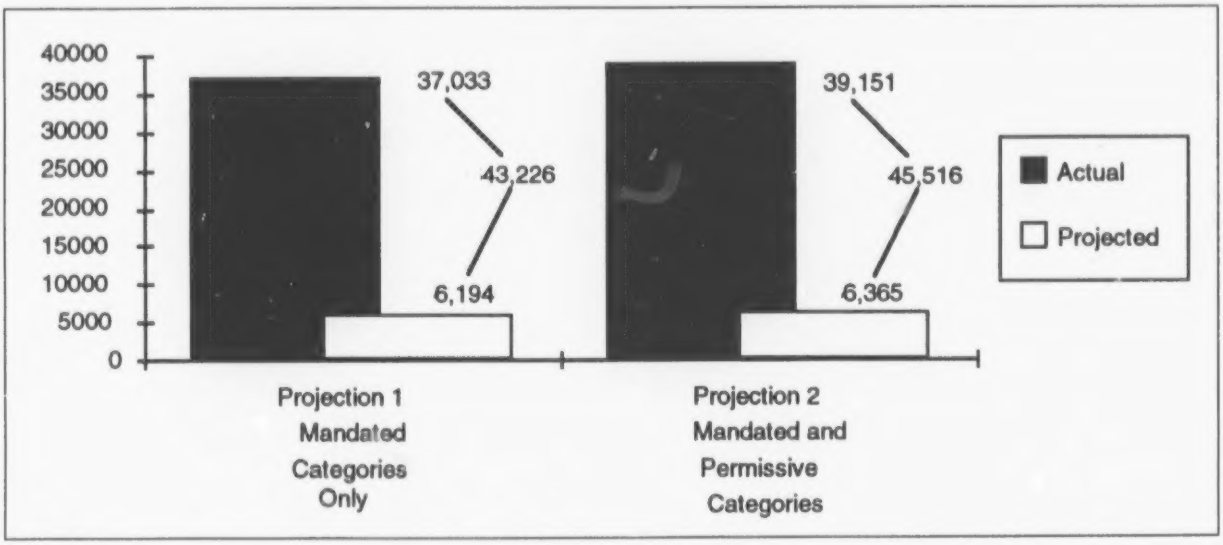
Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intellectually Gifted	14	451	1,077	1,773	2,174	2,540	2,601	2,479	2,248	1,809	1,551	1,421	1,371	21,509
Academically Talented	18	158	752	1,281	1,660	1,742	1,566	1,674	1,622	1,564	1,347	1,185	955	15,524
Potential	21	30	80	110	136	136	156	158	149	142	116	118	88	1,440
Other TAG	7	19	44	80	87	84	72	68	78	60	28	25	26	678
TOTAL	60	658	1,953	3,244	4,057	4,502	4,395	4,379	4,097	3,575	3,042	2,749	2,440	39,151

Graph II



An estimate of the statewide identification of students in the two mandated categories of intellectually gifted and academically talented is between 42,000 and 45,500, as displayed in Graph III.

Graph III - Estimated TAG Population Statewide



The identification of students in kindergarten and in the permissive categories is considered low. The actual total statewide TAG eligible population probably exceeds these estimates which are based on ratios of the students reported by districts in 1992 rather than on a theoretical or statistical standard.

Cost Information

Of the 286 districts reporting identification information, budgets for TAG programs and services were available from 222 districts. Graph IV shows the total budgets reported by school districts for 1988-89, 1989-90 and 1990-91 and the estimated TAG budgets for the school years 1991-92 and 1992-93.

The budget information from the 222 districts for 1992-93 is combined with identification and budget information collected in surveys done by the Department in previous years to produce Table 2 and Table 3.

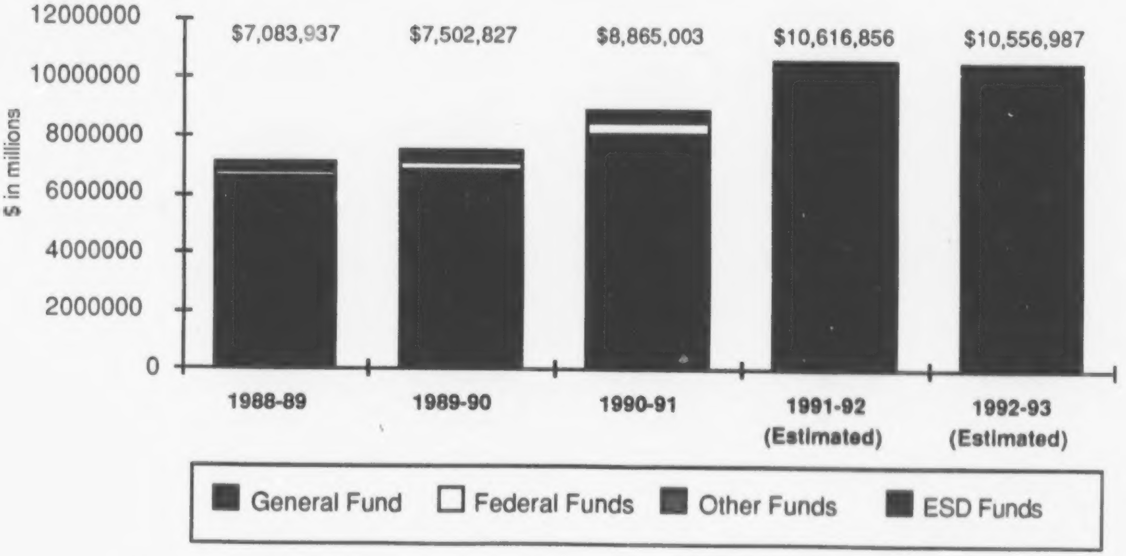
These show the expenditures for TAG programs and services displayed in Table 2 and Graph IV. Since the TAG program was mandated in 1987, district budgets have increased, particularly for the 1990-91 and 1991-92 school years. These are the implementation years for identification (90-91) and programs and services (91-92).

Table 2 - Expenditures Reported for TAG Programs

	General Fund	Federal Funds	Other Funds	ESD Funds	Total
1988-89	6,516,267	233,971	21,448	312,251	7,083,937
1989-90	6,768,154	362,158	37,125	335,390	7,502,827
%Increase/Decrease from 1988-89	3.72%	35.40%	42.23%	6.90%	5.58%
1990-91	8,035,387	436,585	12,279	380,752	8,865,003
% Increase/Decrease from 1989-90	15.77%	17.05%	-202.35%	11.91%	15.37%
1991-92	9,918,735	210,996	62,119	425,006	10,616,856
% Increase/Decrease from 1990-91	18.99%	-106.92%	80.23%	10.41%	16.50%
1992-93	10,127,378	97,131	NA*	332,478	10,556,987
% Increase/Decrease from 1991-92	2.06%	-117.23%	NA*	-27.83%	-0.57%

*This information was not collected separately for TAG programs by the Department for 1992-93.

Graph IV - Total District Budgets for TAG



The percent of students identified in the districts used to determine the per student costs in Table 3 increased 4.26% from 5.04% in 1988-89 to 9.30% in 1991-92, but decreased slightly to 8.7% for 1992-93. Although the district average of $390 spent per student remained the same from 1988-89 to 1991-92, the total combined budget increased from $7,083,937 to $10,616,856. This increase reflects the increased number of students being identified and served rather than an increase in amount of funds spent for the education of individual students.

Table 3 - Average Per Student Costs

1988-89 = 18,163 students; 102 districts 1991-92 = 30,482 students; 144 districts 1992-93 = 37,746 students; 222 districts	1988-1989	1991-1992	1992-1993
The amount of funds the average district spent for the identification and the programs and services for talented and gifted students in the district.	$391	$390	$442
The statewide average amount of funds spent for the identification and the programs and services for a talented and gifted student.	$493	$336	$277

The statewide average expenditure per TAG student decreased from $493 in 1988-89 to $277 in 1992-93 due in part to a change in the sample of districts used to calculate the statewide average. However, the impact of Measure 5 is affecting the statewide per student expenditure. The increase in districts' budgets for TAG leveled off while the numbers of students identified increased.

Of the 222 districts included in the calculation of statewide averages, 162 districts reported spending less than $277 per student. Of these, 62 districts reported spending no additional dollars to operate a TAG program. Of the 120 districts that reported spending more than the $277, 44 districts reported spending more than $1,500 per student.

The Future

Measure 5 is strongly impacting educational programs and services. A reduced statewide average per student expenditure and a greater number of districts spending less than the average of previous years indicate this impact. Also contributing to the reductions in spending for TAG programs are the Department's efforts to assist districts by requiring a basic level of services for identified students. In addition, the Department is integrating the TAG program with HB 3565 components, and efforts are being made to coordinate training, technical assistance and other school improvement activities between TAG and school reform.

PROFESSIONAL/ TECHNICAL EDUCATION (PTE) PROGRAMS

Oregon's Professional Technical Education (PTE) programs prepare students for entry-level positions in the workplace and for further education in postsecondary programs. The high school program has been extended with a 2+2 component in which two years of high school are connected to two years of community college professional/technical education. Enrollment trends are monitored separately for two grade level groups: grades 9-12, which represent the total PTE target population and grades 11-12, where students are more likely to be enrolled in intermediate and advanced coursework. Trends for the latter group are more likely to reflect potential impact on the labor market.

Present Evidence

During the four year period, 1988-1992, the percentage of Oregon students, grades 9-12, enrolled in professional/technical education showed a gradual increase from approximately 33 percent to 36 percent of the total enrollment. The overall enrollment of grades 9-12 has remained relatively constant in the range between 137,000 and 145,000, while PTE enrollment of grades 9-12 has increased only slightly.

PTE student enrollment 9-12 gradually increased from 33% to 37% from 1988 to 1991.

During the same period, the number of females enrolling in PTE has increased, but the male enrollment has increased even more, causing the percentage of female students to drop from 48 percent to slightly under 46 percent.

Non-traditional PTE programs have increased enrollments in grades 11-12 and 9-12 from 1988-92.

The number of males and females, grades 9-12, enrolled in non-traditional PTE programs increased from 1,279 in 1988 to 1,790 in 1992. The number of males and females, grades 11-12, enrolled in non-traditional PTE programs increased from 787 to 948 during this same time. *NOTE: A non-traditional PTE program is one in which one gender represents 24.9 percent or less of the total enrollment.*

The percentage of PTE students in the Cooperative Work Experience component of the program (formal on-the-job work experience directly related to the student's classroom program of instruction) peaked in 1990 at 12.6 percent and dropped off in 1992 to less than 10 percent.

In the grade 11-12 group, PTE enrollment averaged 41.7% of the state total. Females enrolled in PTE showed a continuing decline in both numbers and percentage of total enrollment...from 50.5% in 1988 to 47.7% in 1991.

In the grade 11-12 group PTE enrollment averaged 41.4 percent of the state total over the five years illustrated and showed a slight decrease to 41.4 percent from 1991 to 1992. Female PTE enrollment in this group has shown a continuing decline in numbers of total enrollment falling from 50.5 percent in 1988 to 47.8 percent in 1992.

Since 1990, enrollment data has been gathered on a subgroup of students who were enrolled in the PTE program for 3 or more equivalent periods of instruction per day for 36 weeks. As a percentage of PTE enrollment, grades 11-12, this group has shown a small decline from 8.9 percent in 1990 to 8.0 percent in 1992.

In 1992, local districts reported 33,917 students enrolled in 2 + 2 programs. This was a 9 percent increase from 1991. Not all of the students had formally applied for acceptance to the 2 + 2 programs. *NOTE: The student must formally apply for 2 + 2 credit. Simply being in a 2 + 2 program does not qualify the student for 2 + 2 credit.*

The Future

Future report cards will report on PTE students in programs and courses related to the Certificate of Advanced Mastery (CAM), applied academics and Technical Preparatory Associate Degrees (TPADs).

Professional Technical Education (PTE)
Program Summary: 1988-1991

	1988	1989	1990	1991	1992
Regular PTE Enrollment - Grades 9-12:					
Total State Enrollment	142,717	138,506	137,111	139,844	145,529
PTE Enrollment	47,517	48,284	48,914	51,528	52,406
PTE Percent of Total	33.3%	34.9%	35.7%	36.8%	36.0%
Female PTE Enrollment	22,803	22,748	22,835	23,623	24,001
Female Percent of PTE	48.0%	47.1%	46.7%	45.8%	45.8%
Non-traditional PTE Male-Female Enrollment	1,279	1,499	1,433	1,581	1,790
Percentage of All PTE	2.7%	3.1%	2.9%	3.1%	3.4%
Co-op Work Experience Enrollment	5,941	6,035	6,179	5,578	5,176
CWE Percent of PTE	12.5%	12.5%	12.6%	10.8%	9.9%
Regular PTE Enrollment - Grades 11-12:					
Total State Enrollment	70,326	67,135	64,145	64,001	66,820
PTE Enrollment	28,739	28,350	26,767	26,980	26,649
PTE Percent of Total	40.9%	42.2%	41.7%	42.2%	39.9%
Female PTE Enrollment	14,499	14,003	13,083	12,876	12,734
Female Percent of PTE	50.5%	49.4%	48.9%	47.7%	47.8%
Non-traditional PTE Male-Female Enrollment	787	863	805	870	948
Percentage of All PTE	2.7%	3.0%	3.0%	3.2%	3.6%
PTE Enrollment 3 + per/day, 36 weeks	n/a	n/a	5,721	5,545	5,373
Percent of Total PTE Enrollment	n/a	n/a	8.9%	8.7%	8.0%
2 + 2 PTE Enrollment - Grades 9-12:					
2 + 2 PTE Enrollment	n/a	n/a	n/a	31,111	33,917
Percent of Total PTE Enrollment	n/a	n/a	n/a	60.4%	64.7%
Professional/Technical Education Programs:					
Approved PTE Programs	963	1,046	1,085	1,100	1,029
Sites Providing Programs	n/a	224	228	228	225

COUNSELING AND GUIDANCE PROGRAMS

The only indicator of a quality counseling and guidance program consistently reported by all Oregon public schools is the pupil/counselor ratio. This compares the number of pupils a counselor is expected to serve with the number of counselors available to provide that service. Prior to school year 1990-91, this information was not available. Beginning with school year 1990-91, the following data regarding pupil/counselor ratios was obtained from Oregon schools by means of the *Fall Report*:

Data trends indicate that the number of pupils per counselor has remained relatively stable over the past two years in all but K-12 schools where the pupil/counselor ratio has improved.

School Classification	1990-91	1991-92	1992-93
K-12 School	446.5 to	583.5 to 1	467.1 to 1
Elementary Schools	650.8 to 1	555.5 to 1	556.9 to 1
Middle Level Schools	308.4 to 1	323.8 to 1	315.0 to 1
High Schools	263.3 to 1	282.6 to 1	281.2 to 1

Data trends indicate that the number of pupils per counselor has remained relatively stable over the past two years in all but K-12 schools where the pupil/counselor ratio has improved.

The pupil/counselor ratio must not be the sole source for determining the extent to which students are receiving adequate counseling and guidance services. Other factors also influence the quality and quantity of guidance and counseling services provided to meet the ever changing needs of Oregon students.

Some factors that help insure students receive the counseling and guidance services they need are: classroom guidance activities, strong interagency cooperation, availability of additional community resources, peer helping programs, substance abuse prevention/intervention programs, close cooperation with business community in area of career development and effective use of technology. Some factors that make it more difficult for students to receive the guidance and counseling services they need are: counselors being assigned non-guidance responsibilities, poor coordination/communication between counselors and teachers, lack of community resources and increased caseloads due to a high incidence of substance abuse and/or family dysfunction.

While the state does not currently have a systematic compilation of data regarding the presence or absence of the above factors in local schools or school districts, it is attempting to establish such a database. In addition, in order to assist counseling and guidance efforts in Oregon, the Department of Education is monitoring several research projects that have focused primarily on counseling and guidance programs in Oregon schools.

The Oregon School Counselor Study

A 1992 Oregon School Counselor Study was conducted as a joint project of the Oregon State Board of Education and the State Board of Higher Education. It surveyed counselors in all Oregon public elementary and secondary schools. Specific information regarding that study was included in last year's *Oregon Report Card.*

During the past school year, the School of Education at Oregon State University conducted additional analysis of the data and found that there are different rankings of the 37 identified guidance and counseling services, depending on which grades are being served. The top five functions currently being performed by counselors at each school level are as follows:

...top five function currently being performed by counselors at each grade level.

Elementary School

1. Understand the influence of home and community on student behavior and motivation
2. Identify at-risk youth
3. Counsel students and their families on psychological, personal, or family issues
4. Provide counseling services on family problems
5. Provide consultative services to teachers, including resource identification andgroup guidance activities

Junior High/Middle School

1. Provide counseling services on student motivation
2. Understand the influence of home and community on student behavior and motivation
3. Counsel students and their families on psychological, personal, or family issues
4. Provide counseling services on family problems
5. Identify at-risk youth

Senior High School

1. Student scheduling
2. Understand the influence of home and community on student behavior and motivation
3. Provide referral services for students, parents and teachers
4. Provide counseling services on student motivation
5. Identify at-risk youth

Other Studies

Studies focusing on various aspects of counseling and guidance are currently being completed by personnel at Oregon State University and George Fox College. A description of these studies follows:

- Oregon State University, School Of Education, Counselor Education Department, conducted a survey of school counselors to determine the extent to which the 37 functions identified in the 1992 joint boards Oregon School Counselor Study (above) will be affected by (1) budget changes and/or (2) educational reform.

- A 1993 dissertation by Bobbie Birdsall at Oregon State University, School of Education, explored job satisfaction of elementary school counselors in Oregon and several other states.

- The Webber research project of the George Fox College, Management and Human Resources Program, sought to determine counselor functions and job satisfaction among Lane County counselors.

Results of these studies are being analyzed and will be available during the fall of 1993. They may be useful to school councils as they explore the development of comprehensive counseling and guidance programs in schools for the

21st Century. Information about these studies will be provided by the Office of Student Services, Oregon Department of Education.

Changing Role(s) of Guidance and Counseling Services

Just as Oregon schools are changing as a result of reform efforts, so too, is the nature of counseling and guidance services. In an age when school reform transfers more authority to the local level, local school personnel must undertake efforts to define the role counseling and guidance to meet the needs of their particular area. And, while the counselor is in a key position to lead the development and implementation of a comprehensive counseling and guidance program, that must be done in collaboration with the various publics with which the counselor is expected to work. Though the pupil/counselor ratio is an important indicator of possible success in counseling and guidance programs, the above studies suggest that local school personnel may wish to consider other factors as they develop counseling and guidance programs for students in schools of the 21st century.

LIBRARIES AND TECHNOLOGY

Statewide library technology data were collected cooperatively in May 1993 by the Oregon Department of Education, the Oregon Educational Media Association and the University of Oregon. Through this effort they created a scientific study with a full analysis written as a separate document. Unless otherwise noted, that study is the basis for much of the information reported here.

National Comparisons

National comparative statistics remain the same as reported in the *Oregon Report Card,* Fall 1992.

Present Evidence

All schools in Oregon are required to have a library center. These centers contain books, periodicals, newspapers and audio visual materials, and are usually the site for technology resources such as student-used computers, video cameras and multimedia devices. These library facilities are required to be open and accessible to students during all school hours.

Oregon had 781 school librarians serving these facilities during the 1992-93 school year.

All elementary school students receive instruction on using a library and on the systems by which libraries are organized. The breadth of instruction varies considerably. Some students get extensive instruction from library/media specialists in such skills as remote electronic searching, and others receive only rudimentary card catalog instruction in a lesson from within a language arts program.

Of the students responding to the study, 59.7% indicated their sites were equipped to receive satellite and/or cable television signals. Another 53.6% indicated instructional television was included in the media specialist's assignment. Of schools responding, 54.8% of the respondents were also aware of the existence of education, government and public access cable channels dedicated to community programs and were using them for school-produced programs such as homework hotlines, school board meetings, sports events and special student programs.

...19.7% of respondents indicated that distance learning was also included as part of the work assignment.

There are 213 Oregon schools, five district offices and 14 education service districts equipped to receive satellite programming and affiliated with satellite programmers such as TI-IN, STEP/Star, Oregon Department of Education, Oklahoma State University, Northern Arizona University and others.

The following table shows the percentage of schools by category, district offices and ESDs equipped to receive programming on a satellite dish antenna. Of these, a portion are also members of Oregon Ed-Net.

Table 1

Percent of Schools With Satellite Dish Antenna

TYPE	1991-92	1992-93
Combination K-12 Schools	63%	89%
Elementary Schools	3%	3%
Middle Schools	29%	28%
High School Schools	62%	59%
District Offices	not available	2%
ESDs	not available	48%

The growth of distance learning among Oregon schools has been stimulated by the participation of the Department in the federal STAR Schools grant, by Department-produced staff inservice teleconferences and by changes to Oregon law enacted by the legislature (HB2096, 1991). Distance learning provides students the opportunity to take a variety of courses for high school credit including second languages, applied academics, advanced placement math and science, language arts and social studies from the various satellite delivery systems mentioned above. The table below summarizes 1991-92 participation levels of Oregon schools by grade and curriculum area, as reported to the Department by distance learning providers in accordance with Oregon Revised Statutes. The table reflects enrollments from 59 schools or 28% of satellite downlink-equipped school sites. Some of these schools had students enrolled in more than one course.

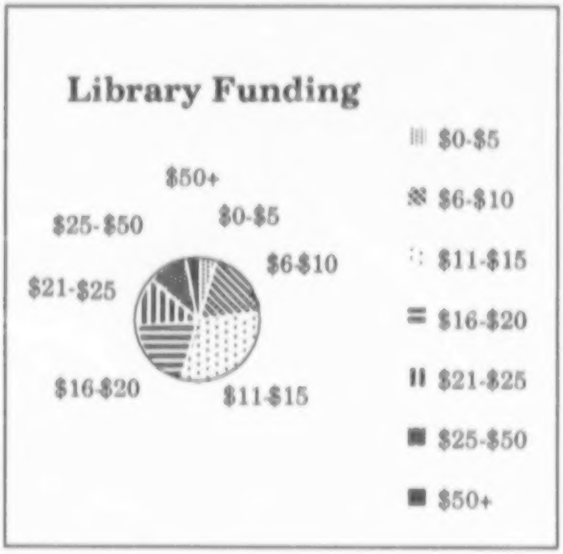
Table 2

Curriculum Area	Grade								Total by Category
	K-3	4-6	7	8	9	10	11	12	
Second Languages	42	38	5	24	78	122	144	114	567
Mathematics	0	3	2	2	1	1	6	18	33
Sciences	0	0	0	5	10	51	50	44	160
Language Arts	0	4	2	5	0	4	1	7	23
Social Studies	0	0	0	0	0	0	17	58	75
Professional Technical	0	0	4	7	1	0	0	0	12
Total by Grade	42	45	13	43	90	178	218	241	870

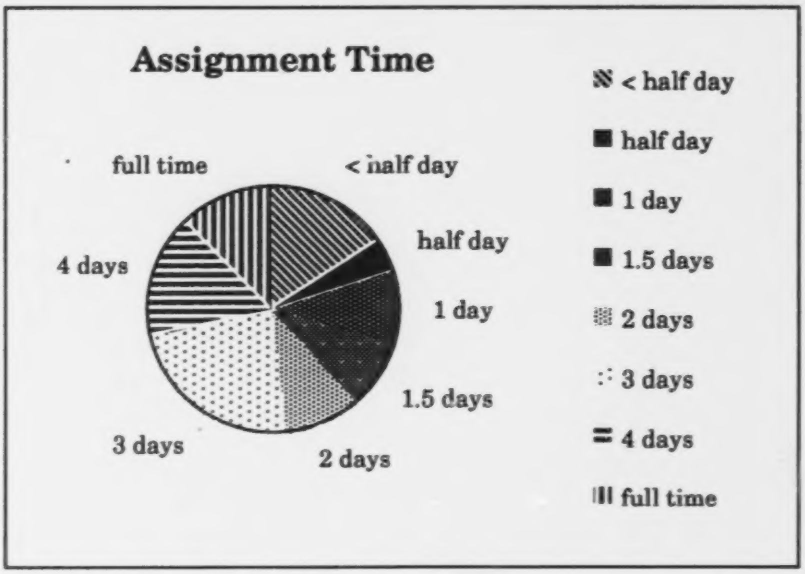
In addition, many credit and non-credit student enrichment and professional development opportunities are available to staff through this technology. For example, the Department developed and produced over 150 hours of professional development teleconferences during the 1992-93 school year.

Distance learning used for:	**Percent**
Student non-credit teleconferences	7.7
Student courses for graduation credit	9.1
Staff non-credit teleconferences	13.7
Staff development for college credit	12.8
Library media center staffing:	
Certified with media endorsement only	14.4
Certified without media endorsement only	2.5
Classified only	13.6
Certified staff with media endorsement and classified staff	69.5
Prevalent library schedule:	
Fixed class schedule	66.8
Individual student help only	3.5
Classes scheduled for teacher upon request	29.7

Per pupil allocations for the library/media center for 1992-93 include library and reference books, periodicals, library supplies, non-print materials and computer software. This does not include hardware.



Portion of library/media assignment spent teaching students and/or in-servicing teachers.



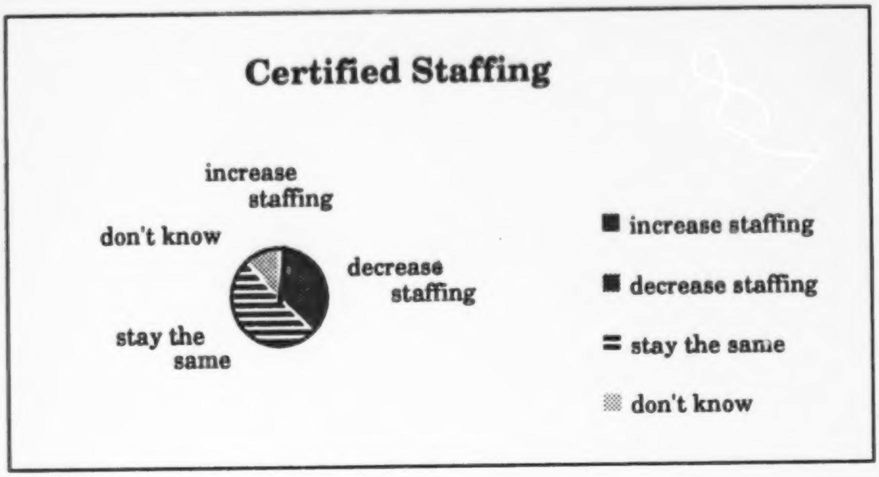
In library:

Circulation is automated	37.7%
Inventory is automated	30.5%
Cataloging is automated	25.7%
On-line databases (e.g., Dialog, BRS) is accessed	18.6%
On-line access to other libraries (e.g., OPAC, public libraries)	35.3%

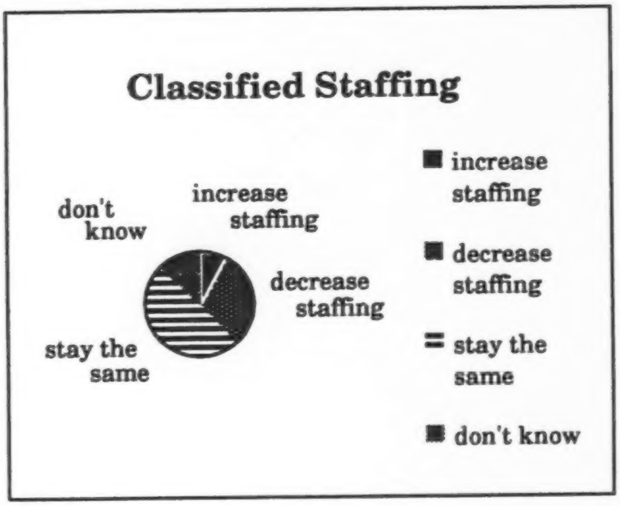
Included in librarian's assignment:

Materials selection	94.5%
Budget preparation	72.9%
Media production	51.9%
Technology management (selection, acquisition, evaluation, maintenance of software and hardware)	72.5%
Instructional television	53.6%
Student computers in the library	67.4%

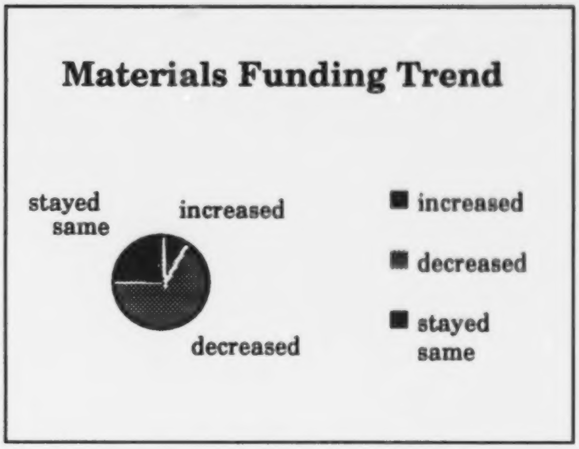
Trends for **certified** staffing for library/media services.



Trends in schools for **classified** staffing for library/media services.



Trends in schools for materials/equipment acquisition for library/ media services.



Librarian's opinion of impact of the Reform Act on library/media programs.

Increase commitment	22.9
Decrease commitment	22.9
No impact	54.3

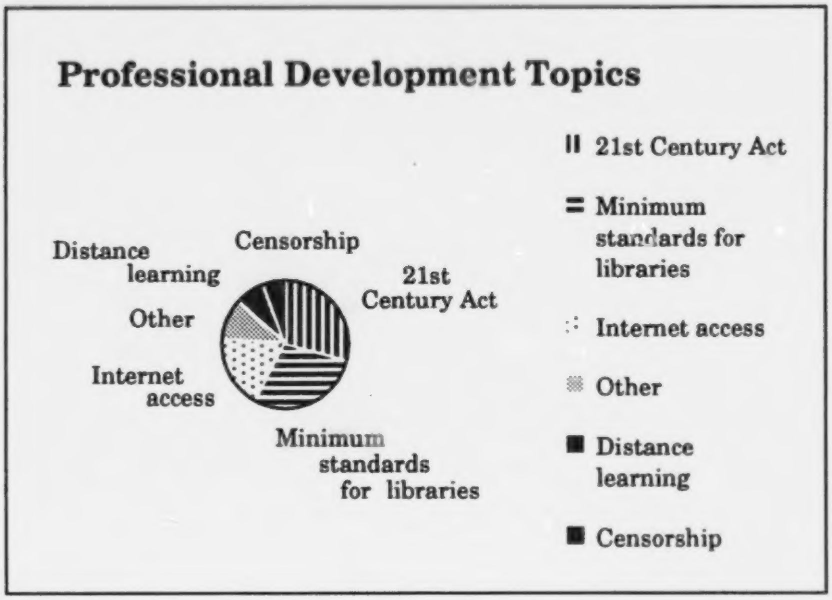
Districts providing financial support for librarian's professional development in the past 12 months.

Conference registration	70.8%
District sponsored courses	50.4%

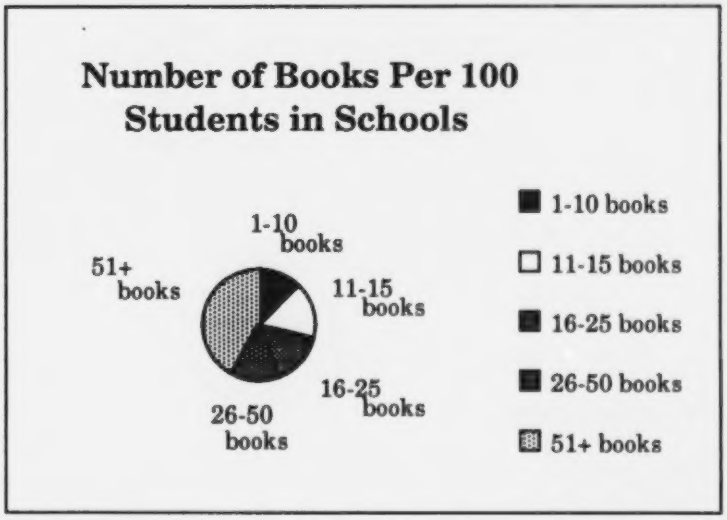
Librarians having training on implications of the Reform Act.

By teleconferences	8.1%
By state conferences	20.5%
By professional organization conferences	36.2%
By local district meetings	53.2%

Here are the most important areas of professional development that the librarians believe the professional organization (OEMA) should address.

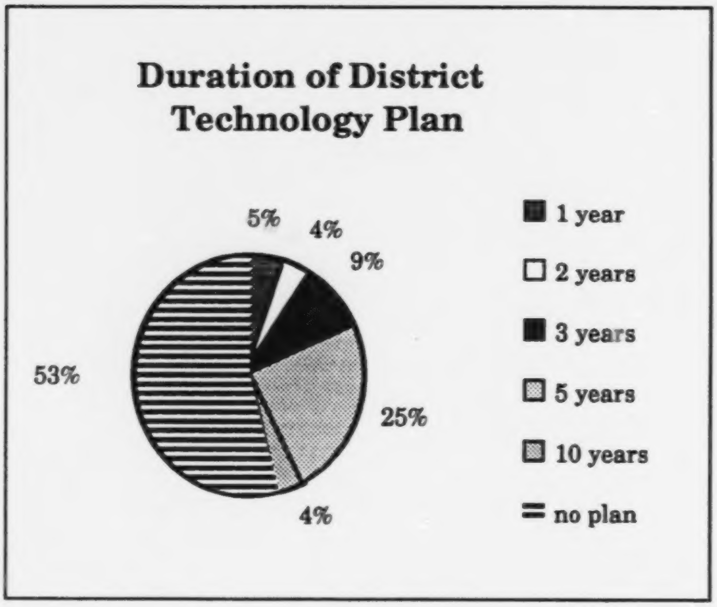


Percentage of schools which have over 50 books per 100 students.

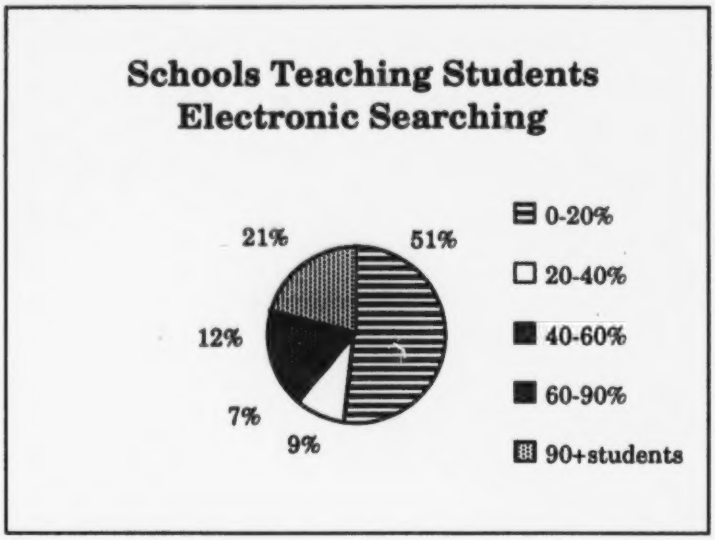


Electronic computer networks used for instruction:	
Internet	4.4%
OPAC	21.7%
Local school or district LAN/WAN	15.7%
Media centers containing a computer lab:	
for which librarians are responsible	35.3%
CD-ROMs in library are used for:	
Encyclopedia	66.2%
Periodical indexes or full text	16.7%
Libraries with videodisc players	37.3%

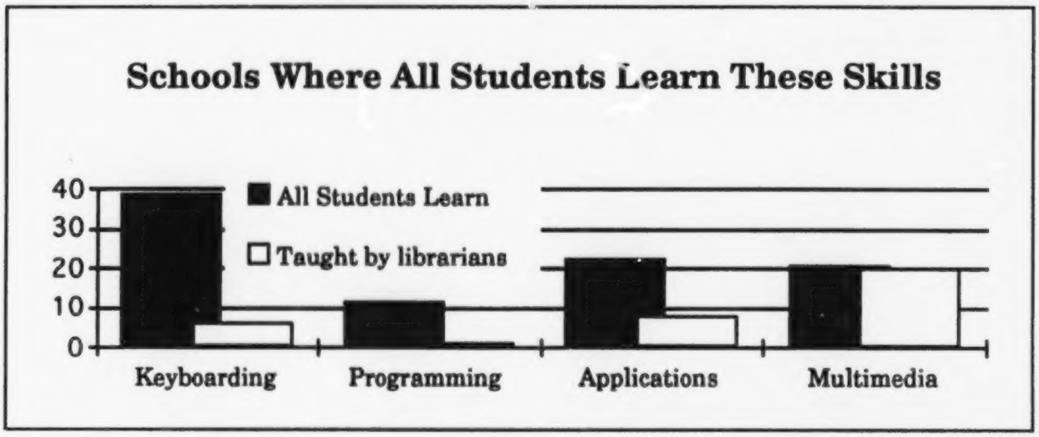
The length of districts' **written** technology plans is shown below.



Twenty-one percent of the schools are teaching at least 90% of their students electronic searching skills.



Shown below are areas where all students receive instruction and the areas in which instruction is done by the library/media specialist.



PUPIL TRANSPORTATION

Background

Nearly half of Oregon's public school students ride an Oregon school bus daily. A combination of high standards for equipment and personnel, ongoing driver training and inservice and regularly scheduled vehicle inspection has resulted in an impressive safety record.

Present Evidence

School districts used 4,346 buses to transport 232,981 students to and from schools and related activities in 1991-92. The buses traveled over 41 million miles on route (home to school) and over 8 million miles on activities.

4,345 buses were used to transport 232,981 students to and from schools and related activities in 1991-92. The buses traveled over 41 million miles on (home to school) route, and almost 8 million miles on activities.

Approximately 70 percent of the 278 Oregon districts providing yellow bus pupil transportation is served by fleets of 10 or fewer buses. Thirteen ESDs provide some level of bus service to local districts on a contract basis.

Over 6,000 persons are currently trained and certified to operate Oregon school buses. Training is provided by over 320 Oregon Department of Education-trained instructors. One hundred sixty-eight of those instructors received over 3,400 hours of training in 1992-93 and, in turn, provided Oregon school bus drivers more than 61,000 hours of classroom training during the same year. The driving and criminal records of about 10,000 bus drivers, activity vehicle drivers and driver applicants were reviewed during 1992-93 to assure compliance with requirements before issuing permits, certificates or approvals.

All Oregon school buses and activity vehicles are inspected annually. Almost 250 buses were reinspected in 1992-93 by Oregon Department of Education staff as a part of school improvement visits or unannounced spot inspections to determine compliance with adopted safety standards.

Over 15,000 elementary students received bus and pedestrian safety training from ODE staff.

Oregon Department of Education provided 56 presentations on bus and pedestrian safety to nearly 15,000 Oregon students. In addition, Oregon Department of Education staff trained 12 local employees who returned to train students in their own districts.

Oregon Department of Education gave 41 safety assemblies. The staff also made 87 personal contacts to train and equip 1,400 students as crossing guards. Currently, 181 schools use student patrols and 37 schools operate adult patrols.

Trends

The impact of district consolidations is yet to have major impact on pupil transportation. The 19 districts completing negotiations in 1992-93 will not modify their transportation service until 1993-94 school year and the 11 districts currently in the consolidation process have established May 1994 as their target date.

The State Board of Education has approved 199 supplemental transportation plans submitted pursuant to ORS 327.043. The plans have identified transportation-related student safety and health concerns and have requested funding for service to over 13,000 students who live inside mileage limitations prescribed by ORS 327.006.

Date collection is currently being refined to address these new elements in pupil transportation and will provide a clearer perspective of services being provided and their attendant costs.

CHILD NUTRITION PROGRAMS

Child Nutrition Programs, as countless studies have proven, are important in preparing a child to learn. Hungry children do not learn. A child's general health and behavior are influenced by food intake and nutritional value. For many children, school breakfast, lunch and snack programs constitute a significant portion of their daily nutritional intake. In these cases, school nutrition personnel are the gatekeepers to children's health and education. School nutrition staff who offer healthy food choices provide excellent models and establish healthy nutritional behaviors.

U.S. Department of Agriculture, Food and Nutrition Service

Several programs of the U.S. Department of Agriculture, Food and Nutrition Service help to bring good nutrition to children in Oregon schools. These programs include the National School Lunch, Breakfast, and Child and Adult Care Food Programs, the Special Milk Program, and the Summer Food Service Program.

On the average about 43 percent of the total enrollment in Oregon schools participates in the school lunch program each day. About 9 percent participate in the school breakfast program. Participation in both programs grew substantially from 1991-92 to 1992-93. Comparing the average daily lunch service for October in each of those years shows a 10 percent increase. For breakfast, the increase is even more dramatic at 63 percent, given that the student population grew by less than 2.4 percent over this period.

Of those participating in school nutrition programs, substantial numbers receive free or reduced prices because their family income falls below levels specified in federal guidelines. Nearly half (47%) of the students on the lunch program meet these criteria. Over 84 percent of those on the breakfast program are in the same category.

The 1992-93 school year marks the beginning of a state mandated breakfast program (SB 445) in all schools in which free and reduced price lunches constitute 25 percent or more of the total lunch program. For Oregon schools this meant a 60 percent increase in the number of schools with breakfast programs and a 55 percent increase in the number of breakfast meals served. The United States Department of Agriculture made $239,570 available in School Breakfast Start-up Grant Funds for 55 school districts in Oregon during 1992-93 school year.

Office of Child Nutrition Program consultants trained 500 School Nutrition Service personnel in five workshops throughout the state. Topics included cost management, meal accountability, marketing, healthy meals, menu records and patterns, breakfast programs, and an update on rules and regulations, policies and procedures.

Child Nutrition Programs

Programs	1990	1991	1992
National School Lunch Program			
Avg. Daily Lunches	213,640	217,820	236,575
Total Lunches Served	37,561,370	38,300,140	39,532,802
% Free	34%	36%	39%
% Reduced Price	7%	8%	8%
% Paid	59%	56%	54%
TOTAL Cash Reimbursement	$26,094,230	$29,542,340	$33,907,621
School Breakfast Program			
Avg. Daily Breakfast	14,030	21,720	47,061
Total Breakfasts Served	3,656,990	4,421,360	8,067,739
% Free	82%	83%	78%
% Reduced Price	4%	5%	6%
% Paid	14%	13%	16%
TOTAL Cash Reimbursement	$3,165,460	$4,053,420	$8,283,854
Child & Adult Care Food Program			
Total Meals Served (total)	11,441,160	12,953,290	15,301,373
TOTAL Cash Reimbursement	$9,888,380	$14,635,206	$17,121,837
Summer Food Service Program.			
Total Meals Served (total)			562,988
TOTAL Cash Reimbursement			$982,263

Commodity Food Distribution Program

TOTAL DOLLAR VALUE OF COMMODITY FOODS DISTRIBUTED $7,778,647

The number of Summer Food Service Program sites increased thirteen percent (13%) from 1992 to 1993. The Child and Adult Care Food Program continues to grow as the emphasis on improved day care increases. Some 31,000 children participate daily through day care centers, day care homes, Head Start programs and before and after school programs. Functionally disabled adults (65) receive meals daily in five adult day care programs throughout the state. As our population grows older and traditional caregivers need respite, the need increases for Adult Day Care for functionally disabled adults and for the food assistance program.

EXEMPLARY PROGRAMS

As a result of the school reform effort and visits for the purposes of school improvement, Department staff have become increasingly aware that school personnel learn best from their peers. One result of that awareness has been the initiation of Distinguished Oregon Educators to work with Oregon Department of Education personnel. In addition, both networks and development sites have been established to reinforce that learning.

Among the resources that assist in the effort to match exemplary programs with those who learn from them is a Directory of Resource Sites that is maintained and updated regularly by the 21st Century Schools staff. Each entry in the directory gives a brief description of the exemplary program, lists a contact person and any other facts that could assist in making contact. Further, the Professional Development Center is tracking exemplary programs and supporting staff from other sites in visiting those programs. The hope is to provide some level of financial incentive, both to the exemplary program and visitors which will facilitate the implementation of the tenets of the Reform Act across schools.

A variety of strategies and programs currently exist for assisting schools as they move toward excellence. Many schools have programs of excellence. The goal remains the attainment of total excellence for all Oregon schools and students.

Some examples are the Student Performance Assessment Network and the Certificate of Advanced Mastery Development Sites. Both groups worked together this summer to expand their knowledge and develop strategies about how to involve more sites in the future. This need to focus on good models that already exist at school sites will become more critical as districts begin development of plans for offering the Certificate of Initial Mastery.

OREGON'S PROGRESS TOWARD NATIONAL GOALS

OREGON'S PROGRESS TOWARD NATIONAL GOALS

The National Education Goals are part of a decade-long effort to improve our country's educational performance. The goals were developed by then President Bush and the nation's governors in 1989. In 1990, the National Education Goals Panel, a group composed of Governors, members of Congress and members of the Administration, was created to monitor progress toward the goals and report annually on the results.

Since the adoption of the goals the panel has taken the lead in developing clear national content and performance standards for students. In 1993, President Clinton, by introducing federal legislation to formalize the National Education Goals Panel, has furthered the goals process and has also used the goals as a framework for federal education programs.

The six goals direct the nation toward a massive multi-year public commitment to education to ensure that by the year 2000, America's children will not only be the best educated students in the world, but will be prepared to take their place in an increasingly interdependent global economy. The goals, which accord with the goals and priorities established for Oregon education, provide a way of measuring how Oregon is doing nationally.

National Goal One *addresses readiness to learn:*

By the year 2000, all children will start school ready to learn.

The National Goals Panel has endorsed the development of an Early Childhood Assessment system using five characteristics: physical well being and development; social and emotional development; language usage, cognition and general knowledge; and approaches to learning.

This goal recognizes that high quality developmentally appropriate programs accessible for all children are necessary to learning readiness. The goal also recognizes that the parent, as the child's first teacher, must have access to training and support, and that children must arrive at school with healthy minds and bodies.

The Oregon Department of Education and the Oregon Progress Board are making plans to assess the school readiness of young children in Oregon with the first state assessment to be undertaken in the fall of 1993.

Oregon has policies in place that address this national goal. The state made a commitment to early childhood education in the spring of 1991 when the State Board of Education adopted goals, priorities and policies to provide programs for the development of the child from birth through eight years of age. Statewide coordination of health services to children with special needs, and grants which give flexibility to counties to address those needs, are also in place.

Oregon provides educational preschool and other specialized services for children birth to age five with disabilities. Family-centered education projects such as Even Start and Together for Children help parents become full partners in their children's education; and the Oregon Prekindergarten Program meets the needs of low income three and four-year-olds by providing comprehensive education, social and health services. Since 1989, kindergarten has become available to all Oregon children. Programs are in place that provide parenting classes and home visits to assist families in creating positive environments for children. Monitoring, home visits and a statewide toll-free health hot-line aid in reducing health risks to pregnant women, infants and young children.

For the future, Oregon will make Head Start available to 50 percent of eligible children by 1995 and to all eligible children by 1998. Only 36 percent are now served. Programs including parental home services and other specialized services will be provided to meet the needs of children with disabilities birth to age five, and programs will be created to improve curriculum and educational practices for at-risk children and families, including provision of health care and social services at the school site. Programs to reduce teen pregnancies by increasing availability of birth control services will be expanded, as will teen parenthood education programs. One existing teen parent program is being expanded to provide teen parents not only with parenting instruction but also to include child development and day care centers at high school sites.

National Goal Two *addresses school completion:*

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Nationally in 1991, 85 percent of nineteen and twenty-year-olds reported completing high school, either by graduating or by earning a GED.

Oregon has no comparable state data at present; however, for the last four years the Department of Education has collected information on the number and status of school dropouts. The 1993 report, which covers the 1991-92 school year, shows that 5.75 percent of high school students left school without graduating, a significant improvement from the previous year when 6.48 percent dropped out. Over a four-year period 21.6 percent of Oregon students left school early and did not graduate. Some of these students will return to school and acquire a GED.

Recognizing that the nation must reduce its high dropout rate and that the gap in high school graduation rates between minority and non-minority groups must be eliminated, Goal Two aims for high school completion or the equivalent for 75 percent of those who have dropped out of the learning process.

Oregon has addressed this goal in a number of ways. The State Board of Education has adopted policies to increase high school completion rates through a comprehensive retention program. The Oregon Department of Education has established a system, described above, to identify students who have left school and their reasons for leaving; this information is reported to local districts so that they may make necessary changes to keep students in school. Through various grants, schools provide services to at-risk elementary and middle school students including peer helper programs which encourage at-risk youth to remain in school. Five skill centers provide students at alternative learning sites with advanced technical training, not only for the diploma but for skilled job training as well; additional centers are being established. Alternatives for at-risk high school students exist at 16 community colleges in the form of 2+2 programs which include work-related training. All teen parents who receive public assistance must complete their education to receive that assistance, resulting in a school retention rate of 90 percent for these students. The Student Retention Initiative coordinates state and federal resources, including General Fund revenues, federal drug and alcohol funds and Job Training Partnership Act funds to support local initiatives to retain students in school.

For the future, Oregon is developing a restructured educational system to provide alternatives for students. The Oregon Educational Act for the 21st Century sets educational performance standards for all students by establishing a Certificate of Initial Mastery at about grade 10 and a Certificate of Advanced Mastery at about grade 12. These standards will be equal to the highest standards in the world. Schools will be accountable for students' satisfactory progress, including the provision of additional services to ensure student success. Students will be encouraged to complete two-to-four years of career oriented training. Alternative learning environments, services and intervention strategies will be provided to all students needing additional assistance. Also, educational services for delinquent youth in state training schools will be improved with increased coordination with local school districts allowing these students to re-enter school as soon as possible after parole.

National Goal Three *addresses student achievement and citizenship:*

By the year 2000 American students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, history and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

This goal recognizes that academic performances must improve and that all students must be better prepared for citizenship both as Americans and in a world economy. At present the comparative information available suggests that American students lag significantly behind those in other industrialized countries.

In 1990, Oregon ranked among the top ten states in the National Assessment math test for eighth graders. Nationally, 18 percent of public school eighth grade students were considered competent in mathematics; for Oregon the figure was 23 percent.

In both 1991, 1992 and 1993 Oregon students taking the Scholastic Aptitude Test, a test widely used for college admission, were first in the nation among students from the states in which a significant number of students took the test.

Oregon has addressed Goal Three in a number of ways. The State Board of Education and the Superintendent of Public Instruction have set goals, priorities and policies to assure that Oregonians will have the essential skills, knowledge and character to be successful in a global society. The Board has established comprehensive, specific curriculum goals and an assessment system that measures student attainment of the skills and mastery of the curriculum. Minority students have been targeted for aid to begin and complete baccalaureate programs and for programs for future teachers.

Oregon will continue to restructure its educational system to achieve world class education standards. In addition to establishing the Certificates of Initial and Advanced Mastery, the State Board is revising the Essential

Learning Skills and the Common Curriculum Goals to ensure that the Certificates meet world standards. Restructuring includes: providing students educational options within occupational career paths at age 16 with work-based learning as a focus; staff development in contextual applications; performance-based assessment at grades 3, 5, 8 and 10; school accountability for student progress; an annual Oregon Report Card; integration of health and social services at the school site; an early childhood improvement program; and extension of the school year to 220 days by the year 2010. Restructuring the educational system to prepare students for productive employment will be furthered by other major workforce legislation enacted by the 1991 Legislature, including establishing the Workforce Quality Council to ensure collaboration of educational and job training agencies.

National Goal Four
addresses the disciplines of mathematics and science

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

Goal Four recognizes the need to strengthen math and science education, especially in the early grades; the need to increase the number of teachers with a substantive background in these disciplines; and the need to increase the number of undergraduate and graduate students, especially women and minorities who complete degrees in math and science.

Oregon has addressed this need. The Department of Education has assessed the math skills of Oregon students and will use this baseline to measure progress between now and the year 2000. In addition, Oregon participated in the first national math assessment effort, ranking tenth. This information will be used to measure the progress of Oregon students compared to those in other states. Nationally, 78 percent of high school science teachers hold a degree in science or science education; in Oregon, 90 percent of high school science teachers hold such degrees. In mathematics, however, only 58 percent of Oregon teachers hold degrees in mathematics or mathematics education, significantly less than the 68 percent of the teachers nationally who hold such degrees.

Oregon has adopted the National Council of Teachers of Mathematics' curriculum framework as the basis for the Oregon Common Curriculum Goals. The state has established a distance learning network to provide science, math and other technical courses to sixty remote sites through satellite transmission. Outreach programs by museums, higher education and high tech businesses offer students the opportunity to enhance their math and science education. The State System of Higher Education maintains a number of fifth year teacher education programs designed to allow science students to move quickly to the classroom as science teachers. Special programs for women, minorities and general education curriculum students exist to develop interest and attract students to math and science.

National Goal Five *addresses adult literacy and lifelong learning:*

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

This goal recognizes that the connection between education and work must be strengthened by business; that workers must be trained to adapt to change; that programs to serve part-time and mid-career students must increase in number and quality; that the number of qualified students, especially minorities who enter college and complete at least two years or degree programs must increase substantially; and that the proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively and solve problems must increase substantially.

Oregon was the first state to complete a statewide comprehensive adult literacy test, recognizing that literacy involves more than reading and writing one's name. Basic, intermediate and advanced literacy skills have been defined in these areas: prose literacy (understanding text information); document literacy (understanding and using graphs, text and maps); and quantitative literacy (understanding and applying math). Seventy-eight percent of Oregonians have reached basic levels in prose literacy; 76.1 percent have acquired basic document literacy; and 80 percent have basic quantitative literacy. Oregon will use these tests in coordination with community colleges to match people to the right training programs.

Oregon's community colleges offer the GED as an alternative to the high school diploma. The State Board has established goals and policies to provide effective adult literacy programs through community colleges, and has increased the requirements for obtaining a GED. Adults have the opportunity to acquire advanced knowledge and skills through several programs: Ed-Net which provides education and training programs through a two-way interactive satellite television network; the Lintner Center for Advanced Education which provides specialized training; the Oregon Center for Advanced Technology Education (operated by the community colleges); and through targeted technical training for employees in critical Oregon industries.

Oregon will continue to support adult literacy and lifelong learning. The Workforce Quality Council — consisting of business and labor leaders, the Governor, the State Superintendent of Public Instruction and other state officials — is taking a key role in reshaping the state's employment and training programs by coordinating the investment of state and federal dollars to create a world class workforce. Dislocated workers, especially in the timber industry, will receive extended unemployment benefits and training to develop new skills. Self-sufficiency grants will be given to adults who otherwise could not support their families while going to college.

National Goal Six *addresses the need for safe, disciplined and drug-free schools:*

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

To reach this goal, every school must implement a drug-free school policy, parents and the wider community must work together to ensure that schools are safe havens for all children, and every district must develop a comprehensive K-12 drug and alcohol prevention education program integral to health education.

Nationally and in Oregon, 68 percent of all high school teachers report that they felt they had substantial or complete disciplinary control over students in their classroom.

Oregon has conducted alcohol and drug surveys of all eighth and eleventh graders to determine attitudes and use. Comparable national data is not available, but in Oregon in 1990, 77 percent of 8th grade students and 56 percent of 11th grade students had been free of involvement with alcohol in the previous month. Again in 1990, 86 percent of 8th grade students and 77 percent of 11th grade students had been free of involvement with illicit drugs in the previous month. In 1992, drug and alcohol use by students had declined to 89 percent of the eighth graders and 80 percent of the 11th graders reported that they had been free of involvement with drugs in the previous month.

Drug and Alcohol Survey, 8th & 11th Grades
Attitudes and Use
(figures represent abstinence 30 days prior to taking survey)

	Drug Use		Alcohol Use	
	8th	11th	8th	11th
1990	86	77	77	56
1992	89	80	74	63

In addition to drug abuse education programs currently in the classrooms, the State Board of Education has required that alcohol and drug abuse prevention education be included as part of all school curriculum, policies, public information and staff development. Parent education programs, drug-free graduation parties and peer helper programs are in place to further the prevention of drug and alcohol use and abuse.

Oregon will continue to address the need to prevent drug and alcohol use by minors. The 1991 Legislature passed a law prohibiting the possession of tobacco products by minors. Programs addressing alcohol and drug abuse prevention, intervention and treatment needs of special populations including pregnant, addicted, ethnic minorities and the elderly are in place, and greater emphasis has been placed upon alcohol and drug abuse prevention education in the work place.

FOR MORE INFORMATION . . .

The intent of the *Oregon Report Card* is to convey to interested citizens an overview of status and progress for a broad range of topics which collectively comprise public education in Oregon. To keep the document readable and of manageable size, it was necessary to limit the amount of detail presented in any one area. The reader who wishes to pursue additional information on one or more topics may contact Oregon Department of Education personnel who are listed below according to the sections of the Report Card for which they are responsible. Please feel free to write or telephone any of these staff regarding your information needs in the designated areas.

The mailing address for all persons listed is:

(Until October 15, 1993)
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290

(Beginning October 16, 1993)
255 Capitol Street NE
Salem, OR 97310-0203

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School Finance	Walter Koscher 378-5965
Student Demographics	Bob Jones 378-5965
Staff Characteristics/ratios	Jim James 378-8004
Teacher Misassignment Data	Bob Jones 378-5965
Staff Assignments & Turnover	Walter Koscher 378-5965
Student Achievement	Michael Dalton 378-8004
Student Dropouts	Bob Jones 378-5965

For More Information . . .

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Special Education	**Pat Almond** **378-3598**
Early Childhood Education	**Judy Miller** **378-5585**
Compensatory Programs	**Cliff Eberhardt** **378-3606**
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Child Nutrition, Food Service	**Rachelle Bagley** **378-3579**
Exemplary Programs	**Roberta Hutton** **378-8004**
Oregon's Progress Toward National Goals	**Joyce Benjamin** **378-3573**

A REPORT CARD FOR THE OREGON REPORT CARD

The *Oregon Report Card* seeks to provide interested citizens with current, concise information about their public educational system. Such an endeavor can greatly benefit from reader response.

Please use the space below to indicate how well the Report Card addresses your individual information needs. If you have suggestions about improving the Report Card, please include them.

Send your evaluation to: Jim James, Oregon Department of Education, at the address indicated in the previous section. Thank you.